

Thirty-Seventh Congress of the United States of America;

At the Second Session,

begin and held at the city of Washington, on Monday, the Second day of December, one thousand eight hundred and sixty-one.

AN ACT

The Land-Grant Idea



In the Service of
all the People

THE OHIO STATE UNIVERSITY

1959

1960

one year from the passage of this act. Sec. 3. And be it further enacted, that all the expenses of management, superintendence, and taxes from date of selection of said lands, previous to their sales, and all expenses incurred in the management and disbursement of the moneys which may be received therefrom, shall be paid by the States to which they may belong out of the Treasury of said States, so that the entire proceeds of the sale of said lands shall be applied without any diminution whatever to the purposes hereinafter mentioned. Sec. 4.

And be it further enacted, That all moneys derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, shall be invested in stocks of the United States, or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished, (except so far as may be provided in section fifth of this act) and the interest of which shall be inviolably appropriated, by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life. Sec. 5. And be it further enacted, That the grant of land and land scrip hereby authorized shall be made on the following conditions, to which, as well as to the provisions hereinbefore contained the previous assent of the several States shall be signified by legislative acts: First. If any portion of the fund invested, as provided by the foregoing section, or any portion of the interest thereon, shall, by any action or contingency be diminished or lost it shall be replaced by the State to which it belongs, so that the capital of the fund shall remain forever undiminished; and the annual interest shall be regularly applied without diminution to the purposes mentioned in the fourth section of this act, except that a sum, not exceeding ten per centum upon the amount received by any State under the provisions of this act, may be expended for the purchase of lands for sites or experimental farms, whenever

The Land-Grant Idea

The 90th **ANNUAL REPORT**

By the President

To the Board of Trustees,
the Governor
and the Citizens
of Ohio

This Report, coming in the 90th year of the University and on the eve of the 100th anniversary of the Land-Grant Act, represents an effort at recounting how this institution has developed the Land-Grant idea in the service of all the people.



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The Ohio State University Bulletin is issued twenty-six times during the year; once each month in August, September, October, November, and December; twice each month in January and February; five times each month in March and April; six times in May; once in June.

The COVER

A photostat copy of the original Land-Grant Act provides the background for the cover of this year's Report. It was obtained from the National Archives in Washington. The other two pages of the Act are reproduced inside the front and back covers.

Introduction

When on July 2, 1862 Abraham Lincoln signed the Land-Grant Act he set in motion a new concept of higher education that was to have a profound effect on its purpose and philosophy.

Some have described that new idea as "knowledge for use," by all. Others speak of the new Land-Grant institutions as having brought the concept of "useful relevance" to knowledge.

The author of the Act, Senator Justin Smith Morrill of Vermont, later explained it this way:

"The bill proposed to establish at least one college in every State upon a sure and perpetual foundation, accessible to all, but especially to the sons of toil, where all the needful sciences for the practical avocations of life shall be taught, where neither the higher graces of classical studies, nor that military drill our country now so greatly appreciates, will be entirely ignored, and where agriculture, the foundation of all present and future prosperity, may look for troops of earnest friends, studying its familiar and recondite economies, at last elevating it to that higher level where it may fearlessly invoke comparison with the most advanced standards of the world. The bill fixes the leading objects, but properly, as I think, leaves to the States considerable latitude in carrying out the practical details."

The state of Ohio carried out the initial part of the details some eight years later. At the urging of Governor Rutherford B. Hayes, the Ohio General Assembly adopted House Bill 29, introduced by Representative Reuben P. Cannon from Aurora in Portage County, chairman of the House Agricultural Committee. The date of passage was March 22, 1870.

This measure established the Ohio Agricultural and Mechanical College and enabled the state to take advantage of the federal grant of land, the sale of which provided a perpetual endowment. The new College opened on Sept. 17, 1873 to a student enrollment of 25. The newcomers were greeted by an equally new faculty of seven, including the president of the institution. Five years later the new school was named The Ohio State University.

Someone has said that Senator Morrill "built better than he knew." Neither he nor any of those early champions of "education for the masses" could have foreseen the educational giants that one day were to emerge as the dominant influence in American higher education with 20 percent of the nation's college population.

President William Oxley Thompson (1899-1925), great land-grant leader, envisioned the Land-Grant universities as national institutions serving the national need. "An institution," he said also, "is to be operated for the good it can do; for the people it can serve; for the science it can promote; for the civilization it can advance."

The Ohio State University has needed no better guide. It has grown through service far beyond the early and limited assignment of "agriculture and the mechanic arts." Today it is a comprehensive university, providing quality education, research and service in practically every area of knowledge. Its influence is world wide.

This Report, coming in the 90th year of the University and on the eve of the 100th anniversary of the Land-Grant Act, represents an effort at recounting how this institution has developed the Land-Grant idea in the service of all the people.

Past Presidents — THE OHIO STATE UNIVERSITY



Edward Orton
1873-1881



Walter Quincy Scott
1881-1883



William Henry Scott
1883-1895



James Hulme Canfield
1895-1899



William O. Thompson
1899-1925



George W. Rightmire
1925-1938



Howard Landis Bevis
1940-1956

The President's Message

Some 98 years ago in one of the darkest hours in the history of this nation, the President of the United States signed into law an act which offered to give away a substantial part of the nation's resources in land as an investment in the future of higher education. By comparable standards, perhaps no President has performed a more daring act, nor have the Congress and the President joined in any venture which has been more productive in terms of improving the lives of our people and the solidarity of our nation.

The impact of The Ohio State University and the other 67 Land-Grant colleges and universities on the total culture of America defies measurement. The "idea" that has motivated these institutions—an idea identified by some scholars as a "mutation" in higher education—is really an active expression of faith and confidence in an enlightened citizenry. Consequently, one of the functions of a Land-Grant university is to be responsive both to individual and to social needs. This concept, carried to its fullest educational manifestation, commits the institution to involvement in nearly every valid area of human endeavor.

In its 90th year Ohio State presents proudly to its Board of Trustees, the Governor, and the citizens of this state a record of service that has evolved out of the dedicated and devoted efforts of countless thousands of men and women. This record now spans some three generations of graduates that number 121,520.

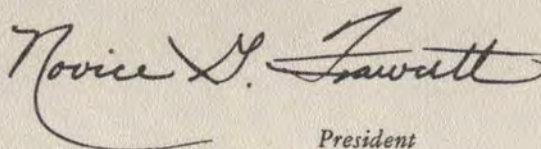
To ponder the trials of our early founders, to reflect upon the tribulations of those who traversed these paths before us, to sense, at least to a degree, a measure of the inspired insight and wisdom that have built this comprehensive people's university, and to cogitate on its future role and mission, bring us quickly to the stern realization that truly "where there is no vision the people perish."

In this relatively austere setting during the last quarter of the nineteenth century, the influence of Ohio State was hardly felt beyond the immediate area it served. Its mission, however, was clear. The faith in its broad-gauged goals never wavered. The people nurtured it, for they seem to have understood the societal benefits that were in store for them. Today, this campus stands out as a great citadel of learning and as a symbol of man's unswerving pursuit of knowledge, truth, and wisdom.

Its influence cannot be contained within the state or the nation, for there are no boundaries around knowledge. Neither is there a limit beyond which the constructive power of great intellects can be confined. The service aspect of this enterprise, which has its genesis in teaching and research, is now world-wide and can never be otherwise.

There is hardly a person in our state whose life has not been enriched in one way or another by the efforts of agriculturists, teachers, doctors, nurses, dentists, scientists, engineers, philosophers, lawyers, pharmacists, veterinarians, business and industrial leaders, optometrists, home economists, humanists, political and social scientists, and others, many of whom have been educated at this University.

As you peruse the pages of this Report, you are invited to reflect over these influences so that you may see, and see clearly, how education has indeed been and continues to be the safeguard of our freedom, the progenitor of a better way of life, and the hope of the future.


President



President Fawcett

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Executive Director
Office of Campus Planning

Frederick Stecker
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University Relations

MEMBERS OF THE BOARD OF TRUSTEES, The Ohio State University: (From left around the table) Smith L. Rairdon, Toledo; Forrest G. Ketner, Columbus; John W. Bricker, Columbus, Vice Chairman; President Fawcett; Stanley C. Allyn, Dayton, Chairman 1960-61; John T. Mount, Secretary; Robert N. Gorman, Cincinnati, Chairman, 1959-60; Thomas F. Patton, Cleveland; and Alan B. Loop, Toledo.



**Graduate
School**

**College
of
Medicine**

**College
of
Dentistry**

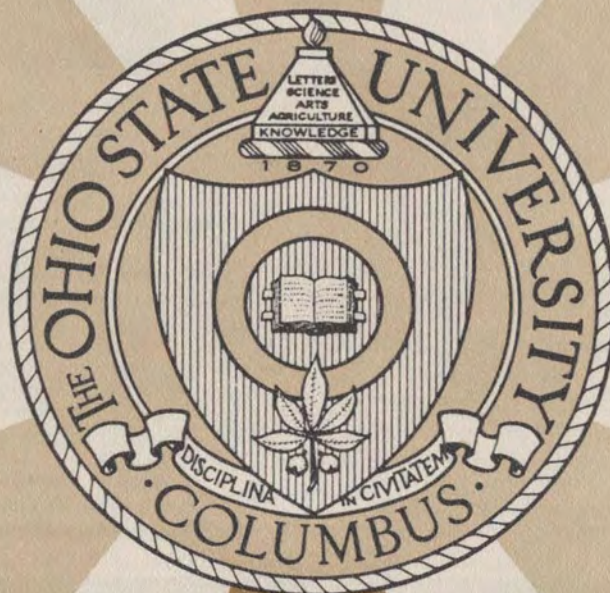
**College
of
Law**

**School
of
Nursing**

**College
of
Veterinary
Medicine**

**College
of
Education**
School of Fine
and Applied Arts
School
of
Music

**College
of
Pharmacy**



**College
of
Commerce
and
Administration**

**School
of
Social
Work**

**College
of
Engineering**

**School
of
Architecture
and
Landscape
Architecture**

**School
of
Aviation**

**The
Major
Educational
Units
of
the
University
1960**

**College
of
Agriculture
and
Home
Economics**

**College
of
Arts and Sciences**

**School
of
Journalism**

**School
of
Optometry**

"...where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to

AGRICULTURE

and the mechanic arts in such manner as the legislatures of the states may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

From Section 4 . . . The Land-Grant Act

Agriculture was a foundation pillar of the Land-Grant colleges as conceived in the original Morrill Act of 1862.

In the beginning this institution was The Ohio Agricultural and Mechanical College, the name emphasizing the two areas of teaching for which the new Land-Grant school was recognized.

The story of its growth in Ohio beyond that original concept is a story of growth through service. This and subsequent chapters of the Report will relate how this institution developed in response to the needs of the times as America grew in population and dependence on greater technical knowledge.

For agriculture in Ohio, the coming of the Land-Grant

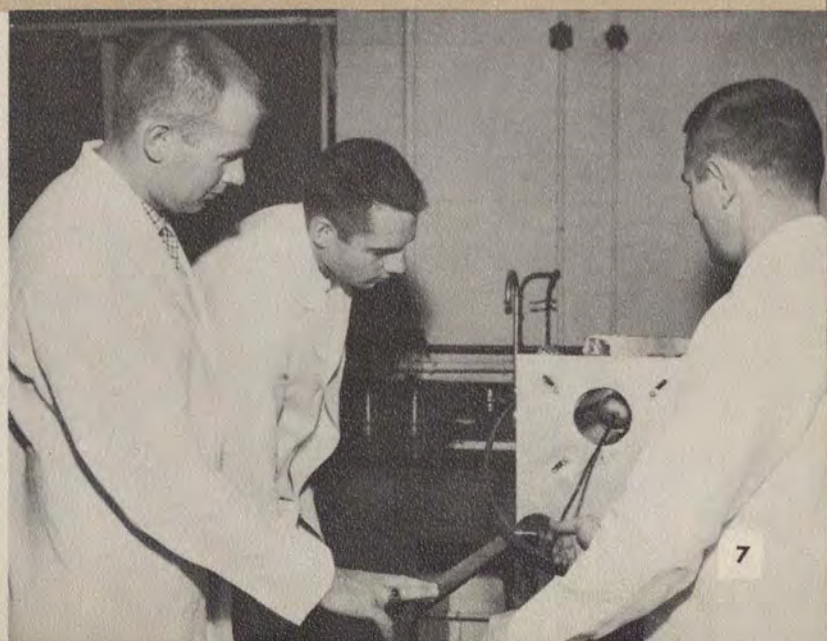
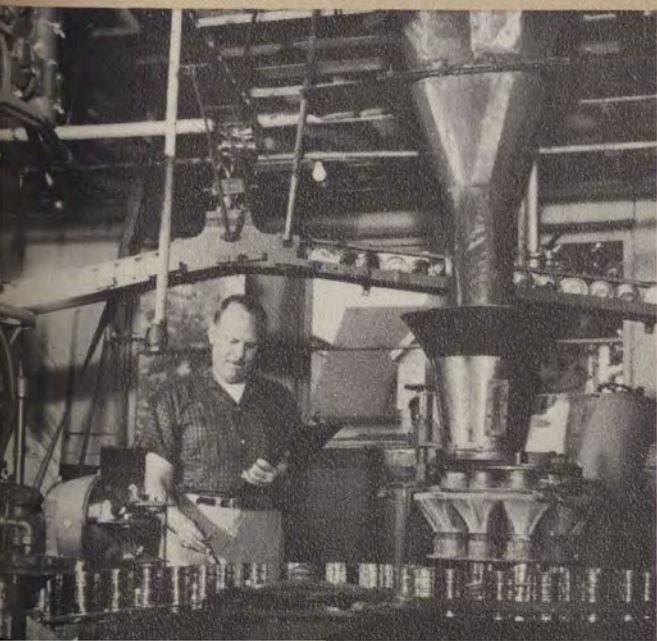
idea in 1870 met a growing need to do something for farmers and farming. Agricultural lands were being stripped of their fertility and usefulness. Knowledge of conservation was lacking. The new Land-Grant institution gave promise of meeting this need through education and research.

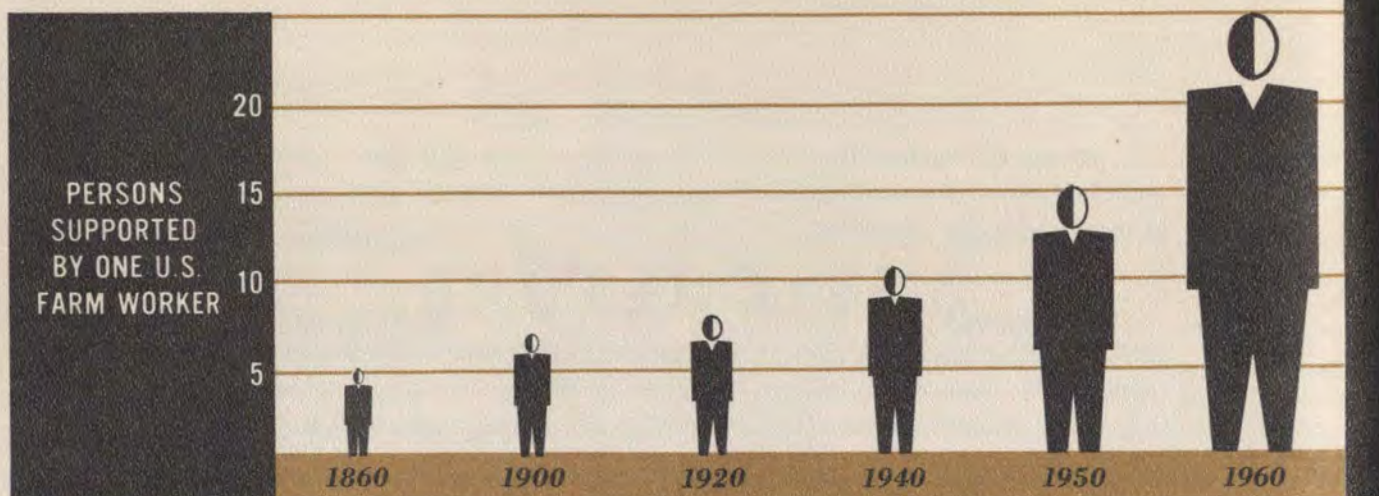
That promise was to be fulfilled. From the new "college in a cornfield" was to come the needed leadership in the application of scientific methods to agriculture, without which America could not have enjoyed the continued growth and well being now its heritage.

In the ensuing 90 years vast changes occurred in the United States. No longer, in 1960, are most of Ohio's citizens engaged in producing food and fiber. They enjoy the fruits of an efficient and highly industrialized economy.

OHIO'S CANNING INDUSTRY—The state's fourth ranking industry—canning—attracts many agricultural graduates. Typical is David Orr, Class of '51, who now is president of Winorr Canning Co. Here he checks closing temperature of peas at one of the filling and closing machines in a company plant in Circleville. The University is the only source in Ohio for men trained especially for this industry, illustrative of the changing emphasis in agricultural education.

INFRA-RED APPLE PEELER—The food processing phase of agriculture interests these two students, (left), Lynn Miller, Elyria, and David Yoder, Cincinnati, here watching Prof. J. R. Geisman demonstrate an experimental model of an infra-red apple peeler in the horticulture laboratory. This device, in which a 1900-degree temperature loosens the skin for easy removal, has a fruit loss of only 3 per cent as compared to an 8 to 30 per cent loss with conventional mechanical peelers.





Agricultural progress, led by this and other Land-Grant institutions, has made industrial development possible by freeing workers from the basic occupation of producing food. A century ago when the Morrill Act was passed, the average farmer produced only enough food for four or five persons. **Today, scientific research and mechanization enable him to produce enough food for himself and 24 other persons.**

Education has played the leading role in this phenomenal American success story. Ohio State has been the source for such education in this state on the university level. From its halls each year come the graduates who help continue this success story.

From the University's scientists and graduate students have come also the research findings leading to improved crop and livestock production efficiency. Through its extension service this knowledge has been carried to the people of this state in their home communities.

For the Farmer—and More

Today the evolving obligation of the University in agriculture and home economics stretches beyond the farmer and his family. In this age of specialization and change the farmer no longer processes and markets his products; he depends on others for these important operations.

The enlarging role of the University is to provide the skilled manpower for these businesses and industries which process, transport and merchandise the fruits of the farmer's labor. This is the "agribusiness" concept.

Forty per cent of the labor force in Ohio is engaged in some form of agriculture or agribusiness, although only ten per cent of Ohio's population lives on farms. Modern agricultural education benefits not only the farmer but must serve also, directly or indirectly, such elements of our society as the factory worker who assembles tractors and other farm machinery, the fertilizer manufacturer and salesman,

MECHANIZED FARMING—Students in Agricultural Engineering listen as Prof. Ben Lamp explains use of a power take-off dynamometer when hitched to a farm diesel tractor. The device measures the power produced by the tractor.



THE 'WHY' OF EATING HABITS—Through study of eating habits of 100 nursery school children, Home Economics researchers hope to provide parents and others with better guides for overcoming influences which inhibit children's diet.



The Four Corners (OF THE STATE) . . .

the food processor, the supermarket manager and even the food shopper.

Today's curricula for education in agriculture reflect the response to this challenge of change. Course offerings are geared to the needs of modern agribusiness.

Four degree programs are available through the college:

First, agriculture, for those who have general agricultural interests; second, agricultural industries, for those planning to enter the industry-business phase of this vocation; third, agricultural science; and, fourth, agricultural social science, both of these last two primarily for those who will serve as teachers, research workers and agricultural extension specialists.

Home Economics—1960 Style

From "Domestic Economy" 60 years ago has evolved today's School of Home Economics with its broad educational programs at both undergraduate and graduate levels for the future career woman as well as the homemaker.

Preparation is provided for five types of professions:

First, in education from nursery school to graduate school; second, in business and industry to interpret consumer needs and to promote intelligent product utilization; third, in dietetics and institution administration concerned with adequate food services in public and private institutions;

Fourth, in social welfare and public health as specialists in nutrition, child care, and home management; and, fifth, in research with government, industry, and institutions of higher learning.

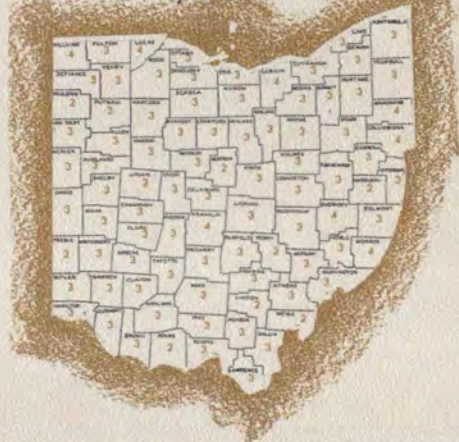
Society's constantly changing complexion is reflected in the College's student body. The shift is from rural to urban. Nearly 60 per cent of the boys in agriculture and 80 per cent of the girls in home economics now come from non-farm homes.

The increasing complexities of today's agricultural industry continue to enlarge the need and importance of advanced education in agricultural fields through the University's Graduate School. Almost one-fifth of the Ph.D. degrees granted at Ohio State in 1959 were in agriculture and home economics.

Education is a continuing process. It neither starts with the University nor ends there. It does reach a high degree of concentration during the period of formal classroom study. The early Land-Grant colleges started on the premise of helping only the farmer's son. They soon recognized the responsibility of "helping the farmer help himself."

Ohio State, in 1905, became the first school to name a permanent director of agricultural extension. Home economics extension became a part of this effort in 1909. Thus the direction was set for a service that last year alone, for example, reached 1,455,200 Ohio families with educational assistance in agriculture, home economics and related sub-

Location of Ohio Agricultural Extension Service Staff by Counties



A BOY AND HIS CALF—A young 4-H Club member, Douglas Dunkle, listens as Extension Agent Clarence Cunningham suggests ways to make an award winner out of this Hereford calf. The parents look on (left) in this picture posed on the family farm near Circleville.



FOR FARM EFFICIENCY—Here two extension workers, John A. Slipper (left) state soil conservationist, retired, and County Agent John Moore (right), assist Vivian Overturf, in setting up a minimum tillage demonstration.



EXPANDING CAMPUS—The old may in time give way to the new in those areas of northwest India where agricultural and veterinary medical faculty members of the University are bringing technical assistance to the government of India under an International Cooperation Administration program. For example, present methods of irrigation (left) consist of small compartments made by bunds, which require much labor, and are torn down with each crop. Land drainage is not practiced. Border method of irrigation, here being demonstrated (right) by Ohio State's Prof. D. M. Byg at a State Fertilizer Workshop at Jaipur, Rajasthan, provides a permanent installation for both irrigation and drainage.

jects. Of these, 126,422 were farm families, 150,611 were rural non-farm families, and 1,178,167 were urban or suburban families.

"Envy of the World"

Federal, state and county resources have been pooled in today's Cooperative Extension Work in Agriculture and Home Economics to provide a service for all the people, described by many from abroad "as the envy of the world." The motto of this program: "Helping people help themselves."

Among youth groups in Ohio none is more widely respected than the 4-H Clubs. Extension's efforts in this state last year reached 84,000 of these youngsters from ages 10 to 21, with nearly 40,000 volunteer adult and youth leaders assisting the relatively small professional Extension staff. Thousands of young Future Farmers and Future Homemakers also were among the fine youth groups assisted by the College staff.

Each year more than 15,000 alumni and other Ohio citizens come to the campus for "refresher" instruction in agricultural and home economics subjects alone. From these conferences, clinics, workshops, short courses and field days they carry home ideas and knowledge which they translate into better uses of human and natural resources and a more productive agricultural economy in which all of society may share.

The continuing success of agricultural and home economics education on the campus and through Extension in the communities stems in part from the aggressive research program of the University in cooperation with the Ohio Agricultural Experiment Station. Technology must keep ahead of society's demands. Research keeps it there.

Development of hybrid corn alone has paid the annual bill for research since the experiment station in Ohio (now

at Wooster) was started in 1882. Acre yields of both corn and wheat have doubled in 50 years.

Farm output per man hour has more than doubled in the last 20 years. In contrast, productivity of the average factory worker has increased only 50 per cent. Food production efficiency based on research and its application has given the American citizen one of the best diets in the world for a minimum cost. The Soviet worker in Moscow, for example, spends 62 per cent of his earnings to provide food for his family of four, according to the Monthly Labor Review of April, 1960. His American counterpart does it for 22 per cent of his income after taxes.

FROM INDIA—The influence of nutritive density of rations on the growth of chickens is being studied by these two students from India who are among 33 who have come to Ohio State under the same ICA cooperative arrangement which sends Ohio State faculty members to India. Left to right, are, Puthenveetil Chacko Thomas, Sohan Singh Saini, and Prof. Edward S. Naber of Poultry Science.



OUR PRODUCT IS PEOPLE



POPCORN FARMER—As its graduates serve, so serves the University. Al Smith was a leader as a student. He is the same as a farmer. At 27, he operates some 500 acres of leased land, as Smith Farms, in Seneca County. Last year he processed and marketed about 3,000,000 lbs. of popcorn, besides raising a considerable acreage of both tomatoes and strawberries. He is currently national president of The Popcorn Institute. His wife, Caroline (Langlois), also is an Ohio State graduate. Both received their degrees in 1955.

Ohio State, along with other Land-Grant institutions, has been generous with its knowledge outside the United States. It has shared its trained agricultural leadership with less fortunate neighbors around the world.

This University is one of five Land-Grant schools participating in the International Cooperation Administration program of technical assistance to the government of India.

Sixteen faculty members have assisted thus far in the development of two colleges of agriculture and two col-

leges of veterinary science in northwest India. As part of the cooperative agreement, 33 faculty members from these Indian colleges have come to Ohio State for specialized training. Other staff members from Ohio State are in such countries as Honduras, Pakistan, Thailand, and Africa.

Thus an idea and a purpose that has found meaning and usefulness in Ohio and America is reaching across oceans with practical aid and perhaps inspiration that other nations too may find of significance in serving all their people.

MEAT WORK METHODS SUPERVISOR—Food retailing offers an important area of service for agricultural graduates. Terrance E. Knott (left), Class of '57, serves as a Meat Work Methods Supervisor for a grocery chain and is here directing the use of an automatic meat wrapper. He and wife, Patricia (Henry), Class of '55, are the parents of three.



HOME SERVICE ADVISER—Home Economics graduate Joy A. Weis, 23, is using her education and talents as a "Betty Newton" in the Marion office of The Ohio Fuel Gas Company. She poses here in a demonstration kitchen used by her in connection with her informational work. A March, 1959, graduate of the University, Miss Weis comes from Crestline, O.



"...where the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the

MECHANIC ARTS

in such manner as the legislatures of the states may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

From Section 4 . . . The Land-Grant Act

Annual Conference for Engineers and Architects

The beginning of the Land-Grant system of engineering education was as interesting in its day as are the threshold developments now taking place at the start of the atomic era. The people of the 1860's were entering a new era just as we are now. The Industrial Revolution was at hand. Industry was coming into its own in America and men skilled in the "mechanic arts" were needed in steadily increasing numbers. Yet for many who lacked position or means, the opportunity for a college education was denied.

Against such a background the Land-Grant idea came into being with a new concept of educational opportunity for all the people. In Ohio, in 1870, the idea took shape as the Ohio Agricultural and Mechanical College. In "mechanic arts," the idea was known at first in the new college as the Department of Physics and Mechanic Arts; later, in 1896, the College of Engineering.

Instruction in the "mechanic arts" first centered around shop practice and practical training but soon mushroomed into new fields of learning and application. The educational preparation of engineers and the demands upon them were to move far beyond even the imaginations of those founders and faculty of 90 years ago. Now both undergraduate and graduate engineering programs are offered in: aeronautical, agricultural, ceramic, chemical, civil, electrical, industrial, mechanical, metallurgical, mining, petroleum and welding engineering, and in engineering physics. Graduate programs are also offered in engineering mechanics and mineralogy.

The School of Architecture, an administrative part of the College, offers curricula in architecture and landscape architecture, and in 1958 became one of the few schools in the nation to add graduate education in city planning.

ENGINEERING EDUCATION 1960—Employing closed-circuit television as a teaching aid, Professor Mars G. Fontana, chairman of the Department of Metallurgical Engineering, is able to use one microscope (below the TV picture) to show simultaneously to everyone in this class in corrosion what a corroded metal sample looks like magnified 1,000 times.



The School of Aviation, also a unit of the College, is being developed as a source of instruction and research in aircraft and air transportation, serving students from many different colleges on the campus.

These varied curricula, in keeping with the Land-Grant idea, are developed through research and re-examined continually to insure education that will prepare students well to meet society's always expanding demands and push the frontiers of student thinking beyond the practices of today.

Research Reaches into the Future

Research work conducted by the College keeps reaching into the future. Many projects are in progress concerned with rocket fuels, highway safety, space communication, artificial heart valves, exotic energy conversion, high temperature metallurgy, and other key factors governing our survival in the world of tomorrow.

Research fills a dual role in the College of Engineering. It keeps education abreast of the times and challenging to the student. It anticipates problems to be met in the development of Ohio's economy and offers means for solving these problems in industry and government before they become critical.

Engineering research alone at Ohio State has long since grown into the million-dollar category. In 1958-59, for example, contract research work involved 111 different projects, 47 sponsored by industrial concerns and 64 contracted for by government agencies, primarily in the fields of national health and safety, for a total investment of \$2,330,000.

Another 154 research projects were on a non-contract basis with supporting money, totaling \$290,500, coming from the Ohio State University Development Fund, the Engineering Experiment Station and from private sources.

A Growing Service to Ohio Communities

An outstanding example of ways in which the University relates its learning and research to the citizens of this state and their growing problems is found in the Office of Community Development, centered in the Engineering Experiment Station. This office coordinates a variety of areas of knowledge on this campus and relates them to the problems of communities which have sought its help.

Within recent months the Community Development group has assisted 31 communities in ways ranging from research on critical community problems to coordination of community planning activities. Ohio's people will find these services of tremendously increasing importance as our exploding population raises sociological community pressures.

In another engineering research project, jointly sponsored by Ohio's Highway Department, a new study is in progress on the application of electronics to highway safety. This work concerns several phases of the partial automation of highway systems leading toward automatic controls of acceleration and braking in automobiles, and electronic warning systems to reduce collisions. This research reaches to the core of one of tomorrow's, as well as today's, most critical problems in living.

Engineering Education Sights Rise

The College of Engineering pioneered in developing the kind of rigorous and broad educational curriculum needed to mold the disciplined minds required in the profession. It became one of the early schools to adopt a five-year engineering curriculum thus enabling its students to have a broad background in the humanities and social sciences as well as the depth of learning in the basic sciences and engineering necessary for modern technology.



RESEARCH IN THE SPACE AGE—A cutaway model of a turbojet engine enables Professor Richard H. Zimmerman of Mechanical Engineering (left) to explain its working principles to two engineering students . . . Research which relates to the fundamental properties of solid propellants used in the satellite, Pioneer No. 5, now orbiting the Sun, is being pursued by Professor Rudolph Edse (center, standing), Director of Ohio State's famous Rocket Research Laboratory. Assisting him is

Robert E. Evans, graduate student in aeronautical engineering . . . Oxidation of metals at high temperatures, as in jet engines, occupies the attention here of Professor Rudolph Speiser, Metallurgical Engineering, and Antoine Wilhelm (right), Research Fellow and Fulbright scholar from Chaumont, France. They are measuring the rate of oxidation as a piece of the new high-temperature alloy, niobium, is exposed to extreme heat.



MISSILE MESSAGES—

This small antenna and transmitter-receiver, designed by Researchers Ronald K. Long (left) and Robert C. Taylor in Ohio State's Antenna Laboratory, will be used in the nose-cone of an Atlas Missile. It is expected to overcome the transmission barrier resulting from the missile's re-entry speed.

COMMUNITY PLANNING—

Service to Ohio's communities is the function of University's Office of Community Development. Here Prof. Byron E. Munson, supervisor of that Office, confers with Mt. Vernon civic and public officials on a new land-use map completed with University assistance.



Mechanic Arts — Continued

This year the College of Engineering has advanced further in establishing a two-year pre-engineering curriculum followed by a three-year professional program. Such an arrangement makes it possible for students interested in this profession to study pre-engineering at one of the four branch campuses, or at other state universities or liberal arts colleges near their homes, as well as at Ohio State, before entering the Professional Division of the College on the campus in Columbus. Through this cooperation with Ohio's fine private colleges and state universities, the College of Engineering is endeavoring to enable more of the

V-BELT RESEARCH—

The apparently simple question of how a V-belt works and whether it is the best for the increasing demands upon it in autos, washers, mowers and many other machines is the subject for research here. Graduate student Jerry Shinkle, Batavia, explains his progress to three of his professors in Mechanical Engineering.



CERAMIC SHRINKAGE—

The common problem of shrinkage, warping and cracking in the manufacture of ceramic products is the subject for research by Robert K. Wear (left), graduate assistant, and his advisor, Prof. Ralston Russell, Jr. A piece of test material is measured here after firing in the furnace in the background.



state's qualified, young citizens to prepare for career opportunities in the engineering profession.

Since 1949, when the College added a new Electrical Engineering Building (now known as Caldwell Laboratory), there has been an aggressive program of enlarging its physical facilities, and improving its teaching and research tools.

A new Chemical Engineering and Mineral Industries Building was dedicated this year, the first section of a new building for civil and aeronautical engineering was completed and an addition to Caldwell Laboratory was opened. Robinson Laboratory is being modernized for the Department of Mechanical Engineering and new or remodeled physical plants are planned to provide the best possible modern facilities for all other departments and schools of the College.

An innovation, typical of the College's constant effort at modernization of teaching facilities, is the closed-circuit television equipment used in metallurgical engineering and pictured in this Report. The success of this technique opens new and exciting possibilities for more interesting and effective engineering teaching and learning.

The University is the leading center in Ohio for graduate education in engineering. Last year, the University awarded 111 Master of Science and 20 Ph.D. degrees in engineering, while all other Ohio colleges awarded 173 Master of Science and 8 Ph.D. degrees in these fields. Ohio State had 138 full-time students working toward Ph.D. degrees in engineering while all other colleges had 116 so enrolled.

As always, one of the most meaningful measures of the usefulness of any institution is in its product—the men and women who are its graduates.

Ohio State engineering graduates include 283 company presidents, board chairmen and owners of businesses; 329 vice presidents, senior partners and general managers; and 392 plant managers, chief engineers, sales managers, and directors of research. The College of Engineering has 5,500 alumni now working in Ohio.

The steady flow of engineering graduates to Ohio's industries, businesses and public services will serve to keep the state's economy thriving under the stimulation of fresh, enlightened thinking, forward-looking systematic planning and informed leadership.

Education for the Professional Engineer Never Ends . . .

The College constantly seeks to relate its educational facilities and research finding to society through a program of continuing education for men in the profession. During the past year, the College conducted 22 conferences and short courses for practicing engineers and other citizens engaged in important phases of Ohio's economy.

It is through these adult-type programs that the University seeks to assist in keeping the engineers of the state,

Growth Through Service

conversant with new technical developments and theories. Through these contacts the faculty enriches its teaching and research background by continued acquaintanceship with the current problems and needs of industry and, more important, with the great issues which will face our entire citizenry.

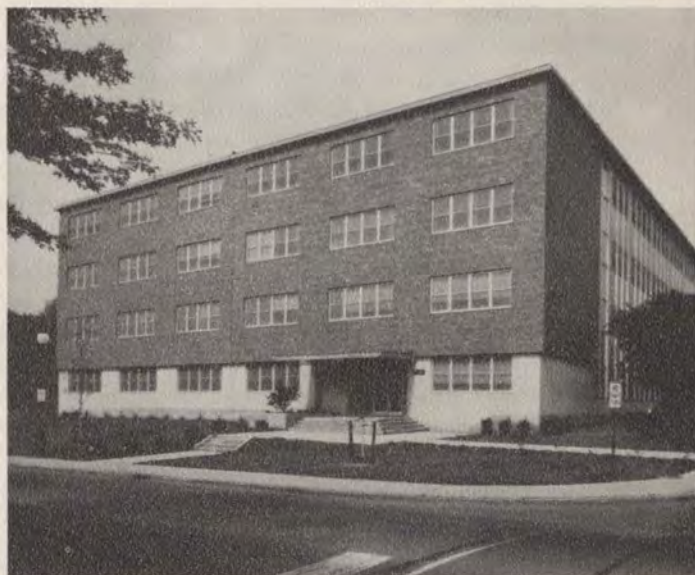
The history of services rendered to the people of Ohio by the College of Engineering dramatically demonstrates the wisdom of those statesmen responsible for the Land-Grant system. The future, with new challenges brought by nuclear energy, automation engineering, and space conquest, will reaffirm that wisdom and bring exciting new opportunities for engineering service by this College.



ELECTRICAL ENGINEERING—So rapid has been the growth in need for men and research in electronics and related electrical fields that the Department of Electrical Engineering which 10 years ago moved into its new building (Caldwell Laboratory) this year expanded into an addition (right) to that building.



CHEMICAL ENGINEERING—Many of the modern miracles of fabrics, fuels and plastics are the work of the chemical engineer. The new Chemical Engineering and Mineral Industries Building (above) was dedicated this year. It provides the new and modern facilities for Ohio State more effectively to serve industry's needs.



CIVIL AND AERONAUTICAL ENGINEERING—With the state and nation in the midst of gigantic strides in highway construction, and plane, rocket and missile developments, the new engineering building (above), completed this year, meets the present need of Civil and Aeronautical Engineering for necessary teaching and research expansion.

**OUR
PRODUCT
IS
PEOPLE**



INDUSTRIAL ENGINEER—Cincinnati Ed Chaikin, 28, (left) moved to Dayton following his graduation in 1958 to go to work for The Standard Register Co., as an industrial engineer in the methods section. Here he discusses a flow chart with another Ohio State engineering graduate, Don Green (right), Class of '52.



ARCHITECT—Typical of young men educated in Ohio State's School of Architecture is Everett W. Musser, 29, Class of '58, who returned to his hometown of Cincinnati to practice his profession as a member of the staff of Glaser & Myers, Architects. A model of one of his projects appears in the background.

"...where the leading object shall be,

WITHOUT EXCLUDING OTHER SCIENTIFIC AND CLASSICAL STUDIES

and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the states may respectively prescribe in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

From Section 4 . . . The Land-Grant Act

Trustees of the Ohio Agricultural and Mechanical College, reporting in 1873, expressed the earnest desire that their new Land-Grant college, opening that year, would not just "educate those confided to them simply as Farmers or Mechanics, but as men fitted by education and attainments for the greater usefulness and the highest duties of citizenship."

This "broad-gauge" point of view was to set the new Land-Grant college on a course that even the most enlightened of its early trustees could not have foreseen. It would lead to a University whose "attainments for greater usefulness" would extend throughout Ohio, and beyond, providing educational opportunities almost unlimited for youth and, in turn, serving the state's smaller colleges and universities as the one comprehensive center for professional, graduate and other specialized study.

But in the beginning there were those who would have, in fact, had the new College ignore the liberal provisions of even the Morrill Act itself. It specifically included "other scientific and classical studies." They would have had the College become a trade school.

When the new College opened in 1873 the broad and liberal course had been set although still not to everyone's satisfaction. Partly because of those dissidents, and others who predicted ultimate failure anyway for the institution, the legislature itself was slow to give material support.

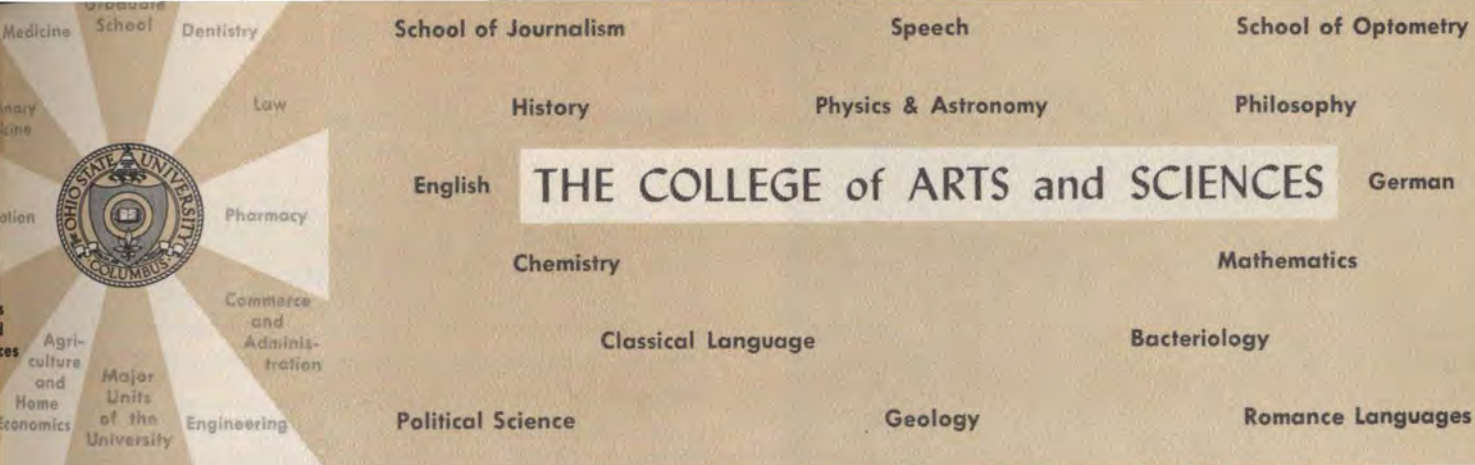
When, in 1878, the name of the new College was changed by legislative action to The Ohio State University, another storm of protest and controversy was stirred. Abandonment of the idea of agricultural and mechanical education entirely was foreseen by those who viewed with alarm the emerging character of the University.

History has it that a visitation led by President Edward Orton to the University of Illinois in 1879 provided a favorable turning point. Members of the finance committees of the two houses went along. What they saw at the progressive and thriving neighboring university impressed them greatly.

An appropriation of \$15,800 was forthcoming that year despite bitter minority opposition. For the first time the state recognized its obligation to supplement the federal land grant. Annual appropriations followed thereafter.

TEACHING MACHINES—Self-teaching in use and in the experimental stage is illustrated here. At left, the new Listening Center in Denney Hall serves primarily students in the humanities who can benefit from acoustical presentation of their materials. At right, an "acoustic teaching machine" is being developed in the Speech and Hearing Clinic under a research project sponsored by the National Institutes of Health. The girl shown here is using the machine in an attempt to remedy a regional dialect. These devices carry the vitality of an instructor into "homework" without his presence.





The original 1873 plan of organization of the new college provided for the following departments:

Agriculture; Mechanic Arts; Mathematics and Physics; General and Applied Chemistry; Geology, Mining, and Metallurgy; Zoology and Veterinary Science; Botany, Horticulture, and Vegetable Physiology; English Language and Literature; Modern and Ancient Languages; and Political Economy and Civil Polity (abolished in 1877).

Arts and Sciences Emerges

The College of Arts and Sciences began to take form as early as 1882 when a reorganization of the courses of study in the University brought the grouping of departments into four separate schools, including the School of Arts and Philosophy and the School of Science, in addition to those in Agriculture and Mechanic Arts.

The College of Arts, Philosophy, and Science was created in 1896 by a combination of the two schools, composed of 18 different departments of instruction. The name was shortened to its present form in 1929.

One of the significant purposes of the Land-Grant Act, "To promote liberal and practical education . . . in the several pursuits and professions of life," is inherent in

the philosophy of the College of Arts and Sciences.

The College has from the first sought to provide a liberal and broad education. In fact it has been and continues in many ways to be the custodian of the basic education offered by the University. Every new student coming to the University, no matter what his future academic plans may be, takes much of his work in the humanities, the social sciences, and the natural sciences in the classrooms of this "mother" College.

Those graduates of the University who go to serve society in the professional fields of law, medicine, nursing, dentistry, pharmacy, veterinary medicine and optometry in most instances also have received the foundation of their University education as students in the College.

From this basic College through the years have sprung the beginnings of graduate work in this University leading to the creation of the Graduate School in 1911. Also, the first teacher-training, now in the College of Education, and first instruction in commerce, now in the College of Commerce and Administration, were centered in this College.

Tomorrow's problems are very much the concern of today's College, which has as its stated purpose "to assist in developing thinking men and women capable of understanding themselves and the world around them, aware of the problems of their society, and qualified to help in

Service and Research



MATH REFRESHER—Prof. Robert C. Fisher (right) leads a refresher course in modern mathematics for a high school mathematics staff.

NUCLEAR CHEMISTRY—Four advanced students in chemistry work with a thin-lens magnetic beta spectrometer in tests of radiation properties of various substances.



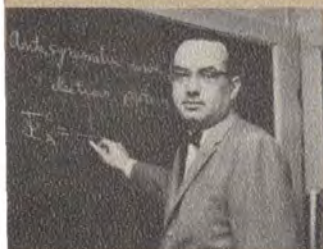
PHOTOGRAMMETRY—Prof. Arthur J. Brandenberger, photogrammetry authority, assists two state highway engineers on an aerial survey problem.



AFTER DARK—For the adult student, or those younger who cannot carry a full academic load, the University offers its Part Time Education Program, day or evening, leading to academic degrees. Above, Instructor Allan Schramm, conducts an evening Speech class. Denney Hall, below, new home of the College, is one of many buildings on campus in which night classes are held.



OUR PRODUCT IS PEOPLE



CHEMIST-RESEARCHER—Al Battelle Memorial Institute in Columbus, 1959 Ph.D. graduate, Charles Townley, 25, applies his knowledge of chemistry, gained at Ohio State, in the radio-chemical laboratory.

COLLEGE INSTRUCTOR—

Dr. Phillips B. Burnside, 32, who received his Ph.D. in Physics at Ohio State in 1958 now is an assistant professor of physics at nearby Ohio Wesleyan University, Delaware.



Arts and Sciences — Continued

solving these problems."

The problems of tomorrow make even greater demands upon the College, for its alumni must be prepared to lead in the intelligent and constructive use of nuclear energy and to help to solve the complex problems of newly liberated peoples. As citizens they must be concerned with the attempts to resolve the conflicts resulting from the varying ideologies present in today's world.

One of the most significant contributions which the College can make is to assist in developing through its various courses the thinking processes of its graduates so that they may more effectively cope with the changing world into which they soon will emerge as citizens and leaders.

Accessible to All

It was a basic tenet of the Land-Grant idea that the new institutions should be accessible to all. The College of Arts and Sciences from the beginning has been vitally concerned with students of all levels of background, ability, and preparation.

For the otherwise capable student who has had insufficient opportunity to develop skills in the basic disciplines of mathematics and English, remedial work has been offered. In view of the fact that the high schools are becoming increasingly aware of their responsibility in developing such skills the question of how long into the future such remedial work should be continued is currently under review.

For the student, who for financial or other reasons cannot enroll for a full academic program, the University offers a program of Part Time Education, with both day and evening classes, carrying full university credit. Thousands of such students, many of whom hold full-time jobs during the day, take advantage of this special service every year.

For the superior student the College offers particular academic challenges in its Honors Program. Here with the guidance of members of the College faculty such students may substitute advanced courses for those normally required, and in the senior year undertake specialized work in their major fields.

Particular attention is directed by not only the College of Arts and Sciences but other academic units of the University toward encouraging college attendance by superior and talented high school students.

Scholarship help is readily available to those of high-ranking scholastic ability. In addition, through the Advanced Placement Program, academically talented high school students may receive advance University credit upon satisfactory completion of examinations in various subjects.

The exceptional student, in his senior year in the College may also embark on what is known as the Arts-Graduate program, which will lead him to the simultaneous award-

ing of both his undergraduate, Bachelor of Arts degree, and a graduate degree, the Master of Arts.

As is true of the University as a whole, the College has grown through service. One development of recent and increasing importance has been greater emphasis in the field of teacher preparation, particularly to meet the needs of colleges and universities, faced with mounting enrollments.

In addition, the College has extended the services of many of its distinguished teachers to the high schools of the state. Here they have assisted in the development of the Advanced Placement Program in these schools or advised on improvements in teaching.

Faculty members in two of the basic areas of knowledge, mathematics and English, have made significant contributions in this direction. Staff members of these two departments have conducted advisory conferences with a number of schools, one such session of which is illustrated in this Report. One principal wrote after a visit by a University faculty member: "He criticized us and praised us, which in my opinion makes both the criticism and praise more valid."

The products of the College are people. A few recent graduates are pictured in this Report as representative of the never-ending flow of young men and women who periodically move from the campus into the lifestream of this nation. Through them the vital services of this University can best be transplanted into the lives of all the people.

SCHOOL of JOURNALISM

Journalism education at Ohio State is dedicated to the belief that progress in our democracy depends in many ways upon effective communications among all the people.

Instruction in this important field has a long and distinguished history on this campus. The late Prof. Joseph V. Denney, who later became a famous dean of the College of Arts and Sciences, introduced a two-year course preparatory to a career in journalism as early as 1893-94.

The individual who knows how to gather information, analyze it, interpret it, then pass it along to others will improve his effectiveness. In like manner, the company, the organization, and even the country that makes skillful use of modern communications holds an advantage over its competitors.

Today's School of Journalism has as its primary function the training of writers and editors for newspapers, magazines, radio and television, as well as for business and industrial publications. The modern journalism graduate must have a broad view of communications, understanding the role of his news competitors in the various media. The student must learn depth reporting—to see the story behind the story. He must understand the "why" of news events, and he must recognize that the journalist has great responsibilities as well as opportunities.



FOR BETTER WRITING—Famed surgeon, Dr. Robert M. Zollinger (left), joins some University Hospital residents for a seminar on medical writing conducted by Prof. Paul Barton, Journalism.

The School of Journalism also plays an important role in preparing men and women from other professional areas on the campus in the skills of communication, particularly writing. Excellent examples of this work are the professional writing programs, conducted by Journalism staff members, in the Colleges of Medicine, Dentistry and Agriculture. Both faculty and students of these colleges take part in these special seminars.

NEWSROOM EXPERIENCE—Publication of the campus daily, *The Lantern*, provides students of Journalism with the practical experience of producing a newspaper. Prof. Frank R. Norton is at right.



School of Journalism — Continued

Physicians and dentists, for example, are being shown how to write more effectively for their professional journals; and agricultural leaders learn how to communicate more intelligibly through their special publications and mass media.

Thus the School has broadened its services to a society that finds one of its greatest strengths in effective and unfettered communications.

SCHOOL of OPTOMETRY

The University's School of Optometry had its beginnings in 1914, in a unique demonstration of growth through service. The introduction of optometric education was in direct response to a request for such a program from those practicing the profession in the state.

The channel for this request was the Ohio State Optical Association which also provided the funds for the expenses of the first year and the guarantee of 10 students and equipment. With this help and the active support of many optometrists individually, what was to become and still is the only School of Optometry in Ohio was started. It is today one of only 10 schools of optometry in the nation.

The unique position of the School in Ohio and in the nation imposes a high moral responsibility for maintenance of the highest standards of quality in the professional preparation of men and women. The accomplishments of its alumni are indicative of the School's success.

The last five presidents of the Ohio State Optometric Association have been from among the School's 428 alumni practicing in this state. Two who obtained their Ph.D. degrees in physiological optics in the School now are deans of other schools of optometry. Others have distinguished themselves in teaching, industrial research and in leadership in national positions in their professions.

The School is continuing through its current building expansion the rapid progress it has made in teaching, research and clinical services, in the last decade. The \$640,000 addition in the University Health Center will be completed sometime during the coming year opening new vistas on all these fronts.

Research efforts of the faculty, already coordinated with other scientific and medical areas on the campus for greater effectiveness through the Institute for Research in Vision, will find new challenges and opportunities. Clinical facilities, now confined to the School of Optometry, are in the process of being expanded into an integrated eye clinic embracing all of these other medical and physical skills represented on a great University campus.

Ohioans will be the primary beneficiaries, as in the past, of these bold plans. New research finding will come. More effective clinical services will be offered, and the flow of competent young optometrists into the communities of this state will increase. A tradition of service will continue.



OUR PRODUCT IS PEOPLE

SERVING IN TIFFIN—Dr. Robert E. Ross, 28, returned to his hometown of Tiffin after his graduation from the School of Optometry in 1957. Here he not only maintains his private practice but serves in the Tiffin Women's and Children's Clinic.

IN THE CLINIC—Student and patient are served in the University's several clinics. Here Dr. F. W. Hebbard (left) checks results of optometric examination of 13-year-old David Baker made by Senior John P. Cameron in Optometry Clinic.





Pharmacy

Pharmacognosy

Pharmacology

THE COLLEGE of PHARMACY

Pharmaceutical Chemistry

Pharmacy Administration

Ohio State's College of Pharmacy has been a pioneer almost from the start. It has set the pace nationally in educational standards and service to the profession and society for 75 years.

The first instruction in pharmacy appeared in 1884. Three lectures a week were offered in the Department of Chemistry. This was 11 years after the new Land-Grant college had opened.

The following year saw the introduction on the Ohio State campus of the first three-year course of instruction in pharmacy in the United States. Those completing the program in the new Department of Pharmacy received a certificate of "Graduate in Pharmacy" (G.Ph.).

The College itself was established in 1896, the three-year course dropped and two alternative programs offered prospective pharmacists. One was a two-year course leading to a "Certificate of Pharmaceutical Chemist" (Ph.C.); the other, a four-year course leading to the degree Bachelor of Science in Pharmacy (B.Sc. in Pharm.).

Continuing its leadership in pharmaceutical education, the College, in 1925, dropped the optional two-year course, and became the first pharmacy college in the nation to require a four-year program.

New drugs were multiplying at a rate of as high as 400

a year. The responsibilities of the pharmacist were increasing right along with this growth. When in 1948 a national pharmaceutical survey showed the need for an extended educational program in pharmacy, Ohio State's College of Pharmacy was ready.

Five-Year Program First in U. S.

The College had been studying a possible extended program for some years prior to the national survey. Thus it was able, in the Autumn of 1948, to initiate the first five-year curriculum in pharmacy in the United States.

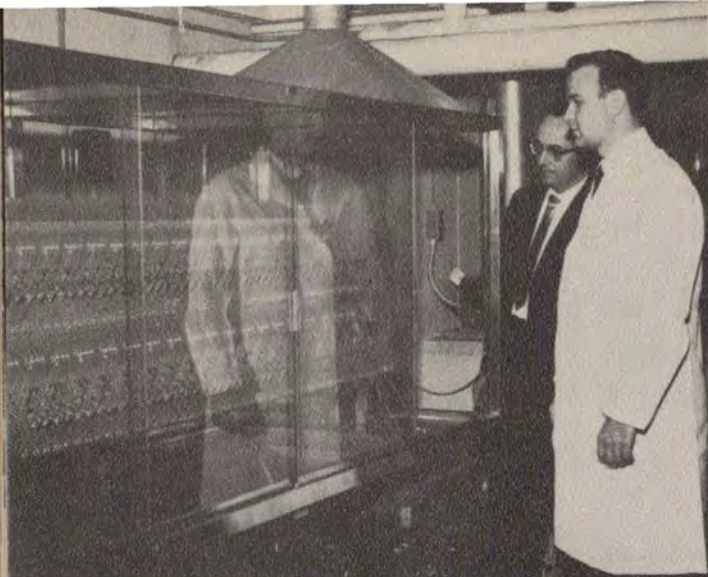
The new program consisted of two years of pre-pharmacy education in the College of Arts and Sciences or any liberal arts college and three years of professional training in the College of Pharmacy.

Now, 12 years after Ohio State's pioneering efforts, all colleges of pharmacy, effective in the Autumn, 1960, are requiring a minimum five-year curriculum. Meanwhile, Ohio State launched this Autumn a revised five-year curriculum providing further improvements based on 11 years of experience under the five-year program.

The rapid strides in the development of healing drugs is one of the wonders of an age of wonders. The College



KEEPING CURRENT—Pharmacists from throughout Ohio assemble on the campus to hear of latest developments in drugs at the Fifth Annual Ohio Pharmaceutical Seminar held this Spring.



RESEARCH TOOL—Equipment for research is expensive and elaborate as this picture of a Craig Counter-current Extractor illustrates. Left to right are Dr. Jack L. Beal and graduate student, John Havenhill. The device can be used to isolate possible new medicinal agents.

YOUNG PHARMACIST—Lloyd E. Porter, 25, who graduated from the College of Pharmacy in 1957 is serving the people of Mansfield as a pharmacist in one of the city's leading drug stores.



Pharmacy — Continued

has recognized its responsibility to the practicing pharmacist as well as students in this respect.

Organized programs of "in-service" professional instruction for the practicing pharmacist were started in March, 1956, to help keep the pharmacists currently informed. Annual four-day Ohio Pharmaceutical Seminars have been conducted in cooperation with the Ohio State Pharmaceutical Association.

Forerunner of these current seminars was the "Pharmacy Post-Collegiate Assembly" instituted in 1941, and later, in 1950, the "Annual Pharmacy Alumni Conference." Objective in all of these continuing education programs has been to help the practicing pharmacist render the best possible professional service to his community as a member of the health team.

Services Extend Throughout State

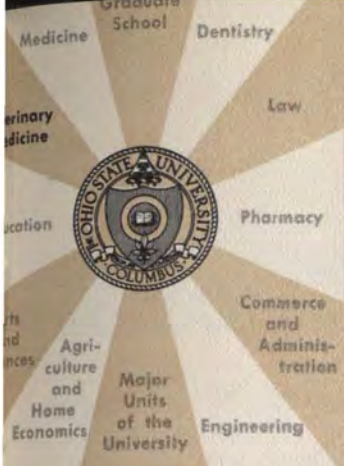
The services of the teaching staff of the College have been extended throughout the state in conjunction with local and state pharmaceutical meetings. In the last five years, for example, the faculty has participated in 62 seminars, conventions, meetings and extension programs in 22 different Ohio cities, apart from contributing to national conventions, pharmacy groups in neighboring states and many civic organizations in Ohio.

The major contribution of the College is through its graduates, who each year move from the campus in new supply to fill the needs for pharmacists throughout the state and elsewhere. Approximately 85 percent of the graduates of the College now are practicing in Ohio.

The faculty continues to make its services available to these men and women. Through this consulting service the College is able to help pharmacists in compounding troublesome prescriptions, to advise them on store layout evaluations and in other professional ways, and assist also physicians and dentists on special problems.

The graduate program of the College, established in 1940, has resulted in the conferring of 60 Master's degrees and 51 Ph.D. degrees, with these advanced graduates serving as teachers, in research, in administrative positions and in government service.

Research accomplishments of the College have been significant. One measure is in financial support which comes from various foundations, industry and the University's own Development Fund. Such support for graduate study and research in the past five years has totaled \$188,128, indicative of the widespread respect for and confidence in Ohio State's pioneering College.



Physiology & Pharmacology

Surgery & Radiology

Preventive Medicine

THE COLLEGE of VETERINARY MEDICINE

Research

Clinic

Parasitology

Anatomy

Medicine

Pathology

Veterinary education has become almost the exclusive responsibility of the Land-Grant institutions. Of the 18 Colleges of Veterinary Medicine in the nation today, all but one are Land-Grant schools.

Prior to the Land-Grant Act, such training was in the hands of private institutions where the emphasis was largely on the art of practice. Little time was spent on the basic sciences.

In view of the emphasis on agriculture it is surprising that the development of veterinary education in the new Land-Grant colleges was not more widespread. It seemed to the Ohio founders of the Ohio Agricultural and Mechanical College a most logical association.

Dr. Norton Townshend, a member of the first Board of Trustees and first professor of Agriculture said:

"A sound agricultural program is based upon a healthy livestock industry, which requires scientific knowledge of animal disease."

He insisted that veterinary medicine be taught as part of the first curriculum. Trained in medicine himself, he taught the subject as part of the course in agriculture.

College is Third Oldest in U. S.

Later, again at Dr. Townshend's insistence, a veterinarian, Dr. Henry J. Detmers, was added to the faculty in 1885. This marked the start of a program of instruction leading to a degree of Doctor of Veterinary Medicine.

The College, now in its 75th year, is the third oldest of the 18 veterinary colleges in the United States. It has trained 2,614 veterinarians, this number representing about one-eighth of the total number of veterinarians in the U.S.

The majority of the University's graduates are engaged in private practice, most of them in Ohio. In many counties of this state all of the veterinarians are Ohio State alumni.

Other graduates are engaged in disease eradication programs, public health education and research. The effect



BRUCellosis TEST—Student veterinarians under the direction of Dr. J. C. Donham (left) collect blood samples from a dairy herd to test for brucellosis. They gain experience through College's Ambulatory Clinic visiting farms throughout Ohio.



VETERINARY RESEARCH—Mastitis, the greatest scourge of dairy cattle today, is object of cooperative study here by Dr. Raymond D. Zinn (left), U.S. Public Health Service, and Dr. David O. Jones of Ohio State's veterinary medicine faculty.



VETERINARY TEACHING—Skeleton of a prize Angus bull provides evidence of the effects of arthritis on animals for this class in anatomy taught by Dr. Charles D. Diesem (second from right). Woman is Emilie A. Sorm of Strongsville.

OLD GRADS—Back in June to receive "Distinguished Service Awards" these alumni, all over 75, symbolize long service. Seated, left to right, Drs. James D. Grossman, Class of '14; George W. Gillie, '07; Bruce H. Edgington, '12; and F. A. Zimmer, '09. Standing is Dean Walter R. Krill.



OUR PRODUCT IS PEOPLE



NEW GRAD—Vinton County had not had a veterinarian until Dr. Phillip L. Edmiston, (right) Class of '59, the sixth generation of his family in that community, returned to open his general practice. Here he is vaccinating pigs on the Bob Evans Farms, with Bob doing the holding.

Veterinary Medicine — Continued

of their work and that of the graduates of other veterinary institutions has been to make the United States the safest place in the world for livestock production.

Seven Grads Symbolize Service

The College of Veterinary Medicine this year paid honor to seven of its graduates, all over age 75, whose long service in the profession reflects the high aims and purposes of the University in the preparation of men and women for service. All received "Distinguished Service Awards." Those able to attend are pictured in this Report.

The oldest of these, Dr. Paul Fisher, Class of 1892, is credited with developing in Ohio a program for the eradication of foot and mouth disease. This he accomplished in the period of 1906 to 1915 while he served as the first full-time state veterinarian.

Since many diseases are transmissible from animal to man, the veterinarian, through control and eradication of animal disease, has assured a more healthful environment for the general public.

Diseases which only a few years ago were major threats to society generally, have been all but eliminated in America. Examples are contagious pleuropneumonia and foot and mouth disease.

Tuberculosis of cattle has been reduced to a minimum. The tuberculosis of humans of cattle origin practically has disappeared. Brucellosis of animals is rapidly being brought under control.

The control or elimination of these diseases have made for a profitable livestock industry. This in turn has helped to provide for the people of this nation a supply of meat, milk, eggs and other animal products in an abundance found in very few other countries of the world.

And thanks to public health services of veterinarians these meats and other animal products can be purchased in markets and other food establishments with complete confidence. The opening words of the Veterinarian's Oath best states the high purpose of this profession of service:

"Being admitted to the profession of veterinary medicine, I solemnly dedicate myself and the knowledge I possess to the benefit of society, to the conservation of our livestock resources and to the relief of suffering of animals. I will practice my profession conscientiously with dignity. The health of my patients, the best interest of their owners, and the welfare of my fellow man, will be my primary considerations. . . ."

THE COLLEGE of LAW

Service to the community is inherent in the nature of professional education.

The College of Law has been serving this state as a major source of lawyers, jurists and legislators for 70 years. Today some 2,000 graduates of the school practice in Ohio, and in many counties comprise more than half the legal practitioners of the community.

Legal education at the University actually had its beginning off campus in a room at the Franklin County Courthouse. It was in the Autumn of 1894 that instruction in law was transferred to the campus of the new Land-Grant college. Two years later the School of Law became the College of Law.

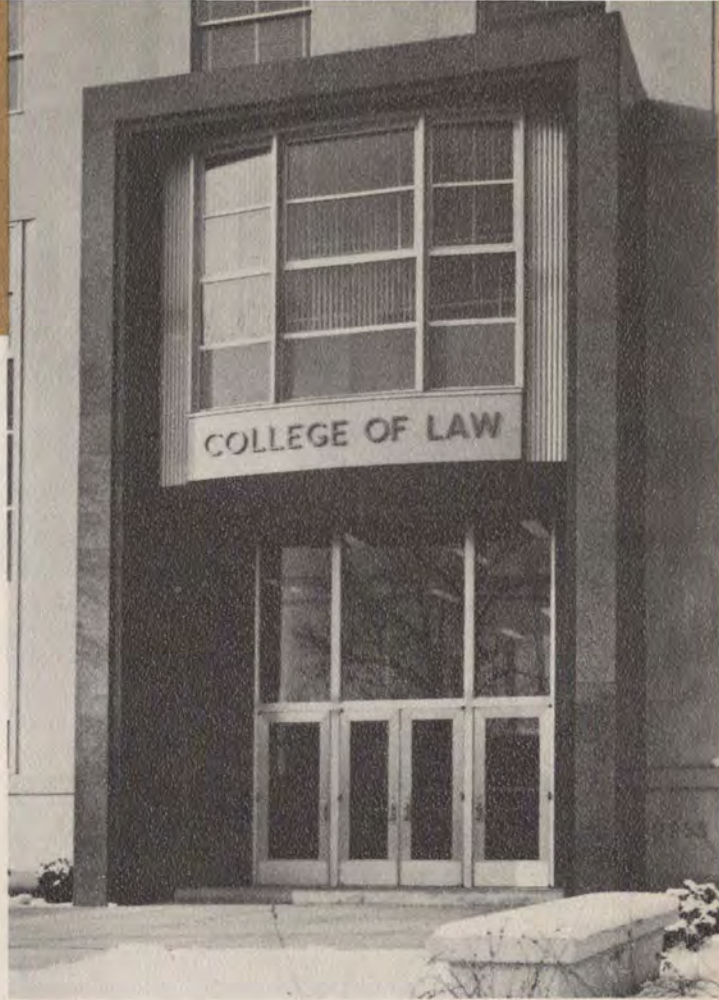
It is the philosophy of the College that education is not something that can be contained within the boundaries of the campus nor within the walls of a university building. In order for education to become meaningful it must be related to human needs.

Thus it is the College's objective to provide, through quality legal education, graduates who will assume places of leadership and service in communities wherever they are. Last year, for example, two alumni of the College served on the Ohio Supreme Court, 40 were Ohio common pleas judges, eight served on the Ohio courts of appeal, 16 were Ohio municipal judges, 12 were Ohio probate judges and seven were Ohio county judges.

New Building Dedicated to Greater Service

During the year, the College moved into its newly completed Law Building, a structure that contains facilities for legal training equal to the best anywhere. It was to this larger conception of service to the people of Ohio that these new facilities were dedicated in April during ceremonies that brought Chief Justice Earl Warren and other noted jurists and lawyers to the campus.

Besides improving the quality and quantity of professional education for young men and women, the new building enables the College to extend and enlarge its various other service functions, including continuing education and research.



Main Entrance to the new College of Law Building

More than 1,300 lawyers returned to the campus during the past academic year to continue their legal education through a series of short courses in the new building. These "short courses" ran the legal gamut. Such areas were emphasized as taxation, corporations, labor law, arbitration, probate of estates, professional ethics and real estate transactions.

In each course the attempt is made to bring quality continuing legal education to practicing members of the Bar of Ohio. Such a program contributes further to making the College truly a center for legal education, both for the student and the practitioner.

The excellent library of the College of Law has been planned as a research center for lawyers and judges as well as the main study resource for members of the student body. As a result library material is used throughout Ohio.

Special services include photo-duplication of any uncopied materials in the library, such as judicial decisions; an inter-library loan service through which library materials are made available for short periods to local bar association libraries and to individual attorneys; a biblio-



CONTINUING EDUCATION—Visiting lawyers assemble in the Auditorium of the new building for a "short course" session sponsored by the College of Law.

College of Law — Continued

graphic service on legal subjects, available to members of the Bar; and research assistance where community law library facilities are inadequate for resolution of particular legal problems.

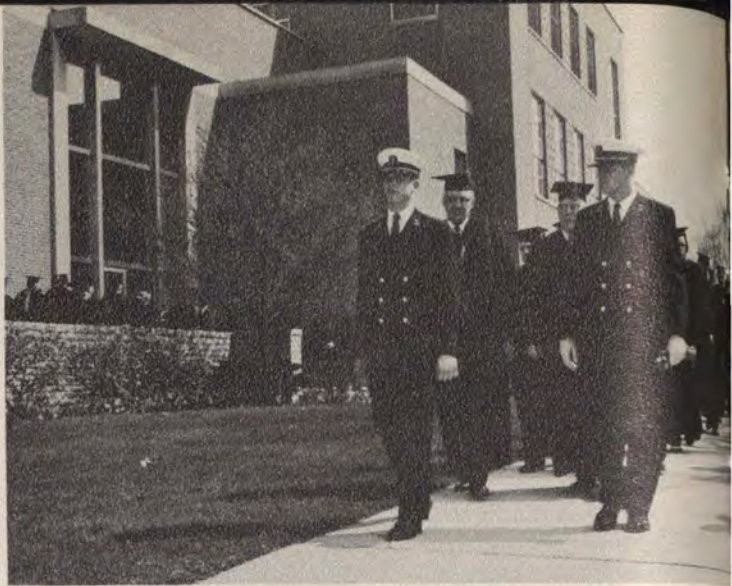
New Law Center Unique in U. S.

The College is about to embark with the Ohio State Bar Association upon a statewide service effort that will be unique in the United States and consistent with the Land-Grant tradition at its best. A new Law Center will be started this fall, near the Law Building, to house the headquarters of the Bar Association.

This close physical relationship will facilitate the cooperation of the College and organized Bar in the development of quality programs in legal research and in continuing legal education. Participation by other legal groups in the state also will be encouraged that the entire profession and the public it serves may benefit.

Legal Aid Clinic Serves Many

The College serves on another front through its legal aid clinic on the campus. Here students not only find a source of experience but hundreds of families in central Ohio receive legal advice and help either directly or indirectly each year. Law students also materially assist in the services provided by the downtown office of the Columbus Legal Aid and Defender Society. At both offices the clients are limited to those not financially able to employ an attorney.



DEDICATION—Guided by two Naval Cadets, President Fawcett (left) and Chief Justice Earl Warren lead the procession to Law Building dedication.

Through all of these endeavors, as well as others planned for the future, the College in the tradition of the Land-Grant Act, is seeking to expand its usefulness and leadership in the interest of *all* Ohioans by serving effectively students of the law, jurists and members of the Bar.

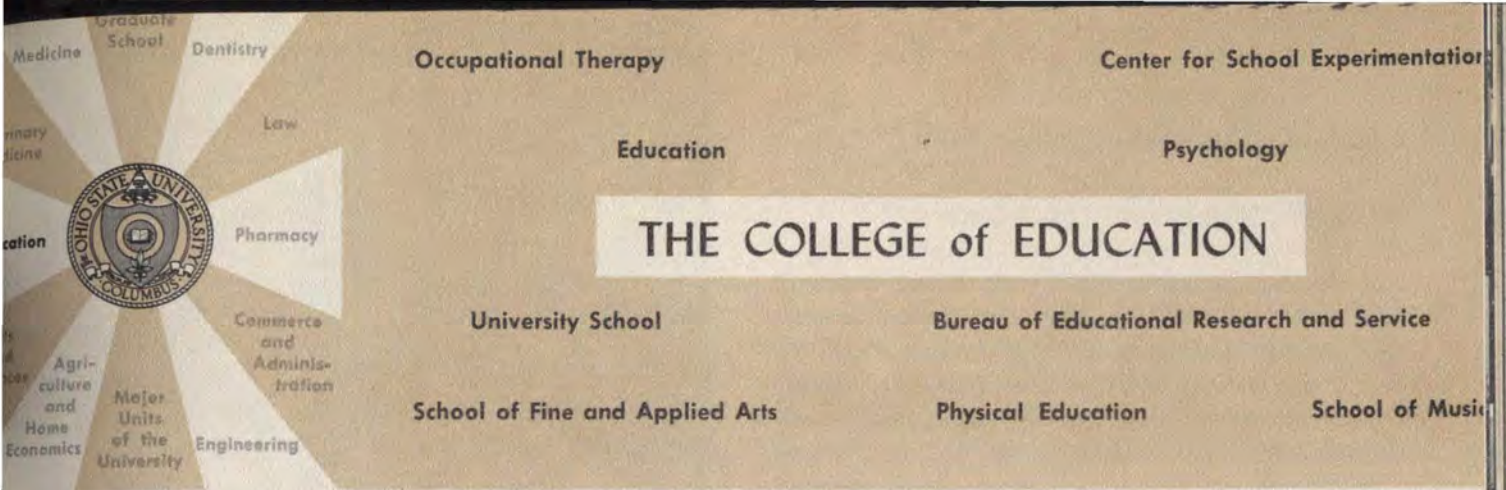
OUR PRODUCT IS PEOPLE

NAME ON THE DOOR—Somewhat symbolic of the beginning most graduates must make—at the bottom—is the position of the name of John P. Van Abel, 28, (above) on the door of the legal firm in Canton where he is starting. Mr. Van Abel was admitted to the Bar in 1959.

250

LAW OFFICES
AMERMAN, BURT, SHADRACH
McHENRY & JONES

JAMES L. AMERMAN	MALCOLM M. KIENZLE
RUSSELL J. BURT	CHARLES A. MORGAN, JR.
EARL F. SHADRACH	JACOB P. HESS, JR.
STEWART Q. McHENRY	JAMES J. CLARK
EDGAR W. JONES	RICHARD J. BURT
BEN R. BURT	JOHN P. VAN ABEL
	JAMES R. BRANDON
EARL R. BRANNEN	EARL H. WISEMAN
ADJUSTERS	



The exciting and dramatic experiences of any good college lie in its ministry to people—to incipiently creative people, to people whose leadership potential is just appearing and emerging, and to struggling people for whom personal achievement is the tonic that saves them for well adjusted and productive lives.

The experiences of today's College of Education are not too different in this respect than were those of the leaders who in the early days of The Ohio State University sought to create a program for the preparation of teachers for Ohio's schools. Then as now, the aim was to foster self-discovery and development.

The education of teachers was from the beginning considered a responsibility of the new Land-Grant college, although the College of Education as such was not opened until the Autumn of 1907. A Department of Pedagogy was established in the College of Arts, Philosophy and Science as early as 1895.

Once the College was established progress was rapid; the College moved quickly to a place of leadership in the nation. This has meant growth in purpose and service to

all of the people of Ohio, and to many other states and a number of countries abroad.

Among the early programs for the improvement of education in Ohio were the summer sessions for school superintendents and teachers, and the Annual Education Conference. These were followed by the establishment of the Bureau of Educational Research and the publication of the Educational Research Bulletin (1921) and the Journal of Higher Education (1930), all in the service of teaching and educational administration.

All the while, great strides were being made in programs which prepared professional people at both the undergraduate and graduate level for the schools of Ohio. Today these programs consist of more than 30 curricula devoted to the preparation of persons for teaching or educational service functions, including occupational therapy, music and fine arts.

Beyond this, the College has advanced with an able student program and has developed selective criteria for determining those most highly qualified to enter teaching in the state.

THAT OTHERS MAY LEARN—Joseph Asire, 24, Class of '58, is one of the many thousands of graduates of the College of Education who now serve the schools of this state. Here he instructs two Freshman biology students at Elyria High.

THAT OTHERS MAY LIVE—Joan Cairns (right), O.T.R., at 26 is Director of Occupational Therapy, Psychiatric Pavilion, Cincinnati General Hospital, using her University education that others may be restored to productive lives.

The "patient" in the photo was role-played.



OUR PRODUCT IS PEOPLE



Graduate Programs Lead State

In the area of graduate study there was early and rapid response to the needs of the state for an outstanding center for high level education in teaching and school administration. Today the College is recognized for its leadership in this field not only in Ohio but among the nation's universities.

The College continues to gain special eminence through its programs for school administrators and other specialized educational services, for all the major psychological fields, occupational therapy, and in fine arts and music.

As is true in other areas on the campus, graduates of the College serve throughout the world. By the end of the year covered by this Report the undergraduate alumni of the College numbered 17,658. Another 6,523 had earned their Master's degrees and 1,105 their Ph.D. degrees, by far the largest number of graduate degrees conferred through any college by the University.

Research Brings Recognition

It is the conviction of the College that research in education has been too little developed and too narrowly conceived in the past. Schools, in effect, are windows to the world, concealing or revealing the facts of contemporary life. Thus, teachers must be prepared for the important responsibility of relating and interpreting so that there

AVIATION PSYCHOLOGY LAB—How a "decision maker" formulates a command is being explored by these psychologists here working in a simulated tactical air warfare situation in the Aviation Psychology Lab on an Air Force project.



SCHOOL PLANNING—Dr. M. J. Conrad (second from right), head of the School Plant Division, leads a discussion on secondary school buildings with school executives who have come to the campus for assistance.

be better understanding of the world around us. Through research this important objective can better be achieved.

That is why the College is currently promoting school experimentation in the Center by that name, and establishing in the Department of Education on a modest basis a Center for Higher Education and a Center for Adult Education to prepare leadership for programs in these fields.

That is why also the College is moving toward the establishment of a Center for Counseling and Guidance, possibly to bridge the Departments of Education and Psychology, for the preparation of people who can advise individuals in difficult educational situations. That is the reason back of the efforts to discover why some excel in human tasks and others just get by, and explorations into the lives of sub-normal humans to see if there may be clues as to how humans learn and change.

This does not mean that research has been neglected by the College in the past. It has long been an important function of the College, directed through the Bureau of Educational Research. These efforts have brought widespread recognition, not the least of which has been in the form of financial support. During the fiscal year 1959, for example, contracts and grants in excess of a half-million dollars were allotted for 42 research projects in the College.

The U.S. Office of Education alone has provided more than \$200,000 to the College for investigations in science education, values of children, identification of the talented and placement of the retarded. Special laboratories in physical education, fine arts and music also are producing valuable research data.



DELEGATES REGISTER—Of repeated scene is this one as delegates from throughout Ohio register for one of the numerous distributive education conferences conducted as a service of the College.

Service to State Sought Always

From the very beginning of the College of Education there has been a continuing purpose of bringing the resources of quality education and research to the state. Early evidences of this are found in the creation of the Office of the High School Director, the establishment of summer schools, the opening of a teachers' bureau and later the Division of Appointments whereby school systems are assisted in engaging graduates as they become available for employment.

Other accomplishments of the College in providing statewide services have been the establishment of a Conservation Laboratory, the Bureau of Special and Adult Education and the Ohio School of the Air, heard over the University's pioneering educational radio station WOSU.

More recently the College has had a hand in the development of education by radio, by television and other forms of audio and visual media in education, important not only to students on the campus but to those seeking to continue their learning miles from the Columbus campus. Presently the College is deeply involved in the development of airborne television.

During the Autumn Quarter alone last year, there were 572 direct professional service contacts made with lay and professional groups, of whom 465 were in Ohio. The Bureau of Educational Research and Service, through its many divisions has contributed very significant service to Ohio schools. Among the best known of these are the school surveys made by the School Plant Studies and the Comprehensive School Studies divisions.

Continuing Education is for All

The College has, in the Land-Grant tradition, always looked on continuing education in the broader sense, namely, that people at all levels of the educational spectrum should be encouraged and helped to continue learning. The Trade and Industry and Distributive Education programs are examples of the service aspect of the University's responsibilities under the Land-Grant Act that threads its way down through the years in fulfillment of an obligation to all the people.

Through these divisions, in cooperation with the State Department of Education, the University sponsors training programs both in the field and on the campus. For example, the training of Fire Department Officers and Emergency and Rescue Squads, illustrated in this Report, falls in this category.

Institutes are provided for business and industry in such groups as hardware merchandizers, heating wholesalers, restaurant managers, and food handlers. School custodians, school bus drivers and school board clerks come within the influence of the University training in this manner.

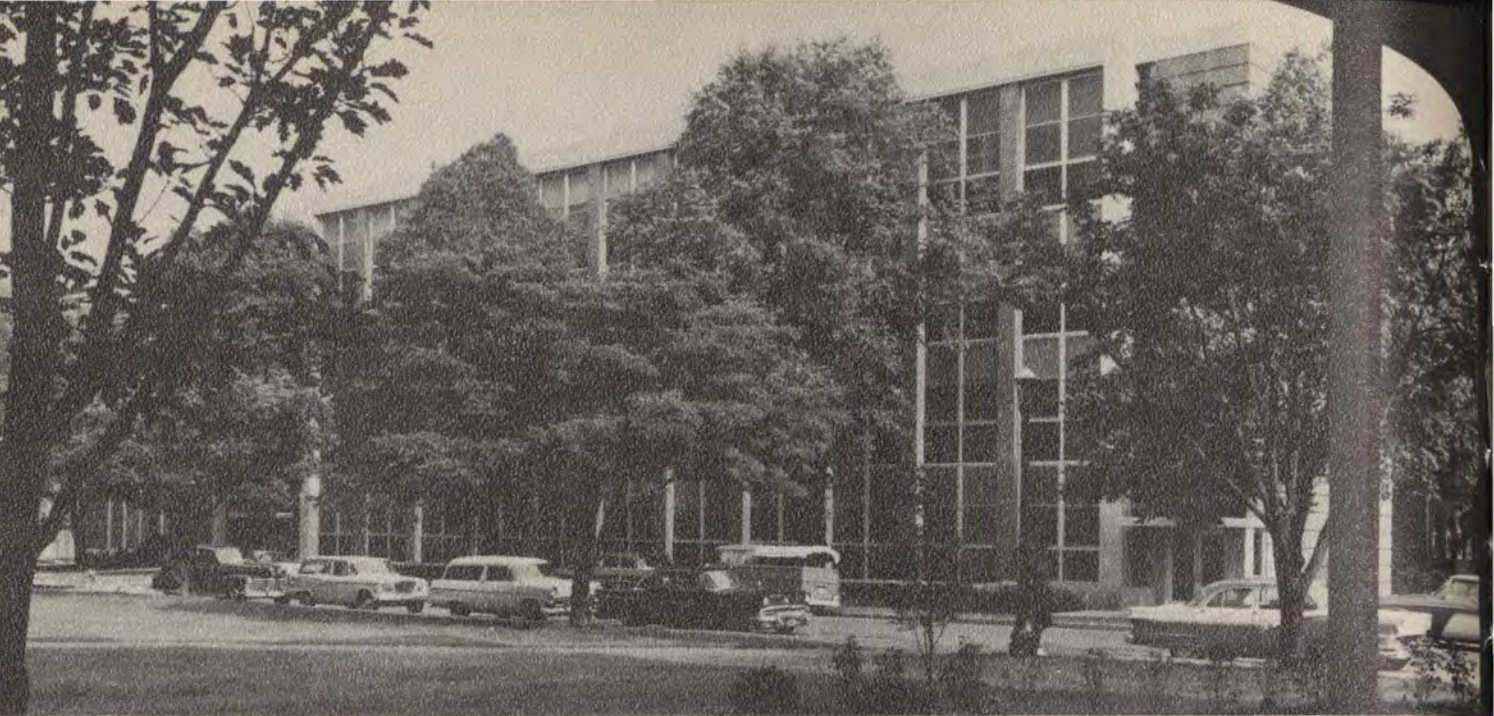
Since World War II the College has been extending its influences abroad. Many of these contacts involved only individual faculty members. Two, however, in Guam and India, represent major efforts by the College.

Since 1952 the College has worked with educational leaders in Guam toward the establishing of the Territorial College of Guam. This year College representatives participated in the dedication of a new plant for the Territorial College overlooking Pago Bay.

A project of larger dimensions has been under way in India for several years. Teams of professional educators

MOCK RESCUE—Emergency and rescue squad members come to the campus annually for special training and demonstrations of life-saving techniques as illustrated here.





The School of Fine and Applied Arts moved into its new building this year.

College of Education — Continued

have been in residence to initiate and assist in developing programs in secondary education and teacher education. Thus a campus that once was confined within a few hundred acres in central Ohio has followed the paths of service to reach across the world.

SCHOOL of FINE and APPLIED ARTS

As in many other fields of learning in this state, The Ohio State University pioneered in developing higher education in the visual arts.

It was one of the first Midwestern universities to offer courses in the fine arts. As early as 1880 the "Department of Art" was created to succeed the "Department of Free-hand and Mechanical Drawing."

A Department of Fine Arts was established in 1907 with emphasis on instruction in the studio disciplines and programs for the professional training of artists in painting, sculpture and ceramics.

As the University grew in service so did this department. It added specialized training in professional design fields: advertising, and industrial and interior design. One of the earliest systematic programs for the education of art teachers was inaugurated. An extended program of courses in the history and criticism of art was introduced.

Sensitive to the developing need in this state for advanced study in the visual arts, the department early sought recognition for graduate programs in its major fields of instruction, including work leading to the Doctor of Philosophy degree.

Recognition was forthcoming and, in 1920, approval was granted to award the Ph.D. in Fine Arts, making Ohio State the first of the state universities to offer graduate programs for the creative artist, as well as for the historian of art and the specialist in art education.

The Department of Fine Arts was reorganized in 1945 and the present School of Fine and Applied Arts, as an administrative unit of the College of Education, came into being.

Student Enrollment of 10,000 Seen

The School now enrolls more than 7,000 students in its courses each year and has more than 400 undergraduate students majoring in the various curricula offered by the School. There are approximately 50 graduate students.

The completion of the first wing of what in a few years will be a three-part Fine Arts grouping of buildings comes on the eve of an enrollment upswing that is expected to increase the School's student population to 10,000.

The School is assuming a larger University function through its exhibition program, the development of a University art collection and its collection of visual materials: slides, reproductions and prints.

Higher education in art is no longer conceived for the select few, although the education of specialists and the especially talented will be always an important contribution of the School. Rather art continues to emerge as a means for developing and liberating the creative powers within all of mankind.

SCHOOL of MUSIC

Music, described by the historians as one of the seven ancient liberal arts, made its appearance in the summer term offerings of Ohio State in 1908 and 1909. Non-credit courses were provided in elementary music for beginners, advanced music and practice in choral singing. By 1918-19 the Catalog listed 10 different courses in the subject.

The 1920's, however, were to provide the most significant impetus in the development of such instruction in the University. In 1921, Prof. Royal D. Hughes was appointed to head music education on the campus. Within four years, in 1925, a Department of Music had been established in the College and music had taken a fully recognized and accredited place among the more traditional subjects of that day in higher education.

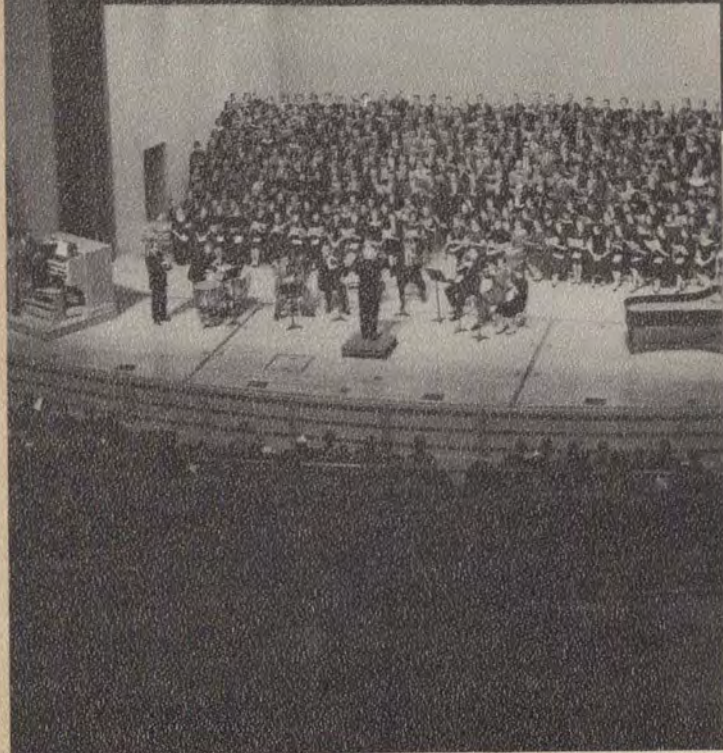
A four-year curriculum was developed and put into effect in the Autumn of 1927. While it provided for the training of music teachers, the curriculum also included such courses as ear training, applied music, harmony and instrumentation, orchestration, the psychology of music and others.

The next decade saw an increase to 26 in the size of the faculty and a great multiplication of the campus musical organizations. Many of these groups continue today and are some of the best known representatives of the University among people both at home and abroad.

School Created in 1945

Music reached a major milestone in its continued growth in 1945 when the present School of Music was created. At this point, however, the School knew no one home on the campus, being housed in several buildings. When the University launched its post-World War II building program, the School of Music was the first on the list of educational units to receive new housing. Its new building—Hughes Hall—was dedicated in 1948.

Today the School of Music has achieved national leadership in both its undergraduate and graduate program.



PERFORMANCE—Students and faculty share in the experience of concerts for public benefit, as illustrated here in Mershon Auditorium, one of the finest facilities for performances in the state.

Students are prepared not only for the teaching of music in the public schools, but for careers in professional music, as college teachers or in the field of general music.

An advanced program of study leading to the Doctor of Philosophy degree was accepted a year ago by the University and the School's first Ph.D. candidate received his degree in March.

For most Ohioans the School is best known, however, for its performance groups. It is estimated, for example, that as many as 85,000 persons in one year attend music programs given by students and faculty in off-campus performances alone.

Perhaps the most notable example of this came in 1955. The University's Symphonic Choir won high honors at the International Eisteddfod in Wales, then followed with a triumphant tour of major European cities. The press throughout Ohio had high praise for the fine impression made by these talented young Ohioans abroad and the whole state shared in the pride of their accomplishments.



Master of Arts

Master of Science

Master of Education

Master of Business Administration

THE GRADUATE SCHOOL

Master of City Planning

Master of Social Work

Master of Science in Public Administration

Master of Medical Science

Doctor of Philosophy

It is in the development of graduate education that the Ohio State University has made, and will continue to make, most rapid strides in the twentieth century. Here the strength of the broad-based Land-Grant university is marshaled at the highest level in the pursuit of new knowledge and techniques and in the training of researchers and college teachers who will transmit this knowledge to future generations of students for the ultimate benefit of all mankind.

These aims are not achieved without wise planning and considerable expense. Extensive library holdings, modern laboratories and distinguished scholars are needed to carry on successfully at this high level. Such resources have not been created in a few years, but are the result of careful selection and development through many decades.

Formally organized in 1911, Ohio State's Graduate School has reached a position of leadership in American graduate education, and now ranks eighth in the nation in the number of Ph.D.'s earned each year. It is the principal center for advanced study in Ohio, having developed expensive facilities and qualified staff which permit offering

RADIO ASTRONOMY—The University's new radio telescope, north of the campus near Perkins Observatory, will enable explorations of the universe as far as any existing instrument. Note size of giant tiltable reflector in relation to Professor John D. Kraus (lower right), originator of the design, and Bertan Morrow, student.

the Master's degree in 74 departments and the Ph.D. in 59. More than 3,500 students are currently studying under the direction of some 900 members of the Graduate Faculty.

The graduate schools of American Land-Grant universities are unique in the world. Here one can find advanced studies covering virtually the entire spectrum of the arts, sciences and various professions. Each area stimulates and receives strength from all others and the combined efforts of the best minds available are centered on research which is vital to progress and perhaps even to the survival of free people everywhere. Here students and teachers are seeking answers to basic questions concerning man and his universe and applying the answers to the advancement of such varied endeavors as space travel, cancer research, teaching methods, merchandising, agricultural production, industrial and governmental operations, interpretation of history and evaluation of man's cultural heritage.

RESEARCH IN THE HUMANITIES—Surrounded by many of the sources for his research, Corliss Phillabaum of Cortland, N.Y., Ph.D. candidate in theater, works at his dissertation deep in the book stacks of the William Oxley Thompson Memorial Library.



GRADUATE DEGREES CONFERRED BY THE UNIVERSITY SINCE 1893

Prepared by the office of the Registrar

Doctors of
Philosophy

5,080

Masters

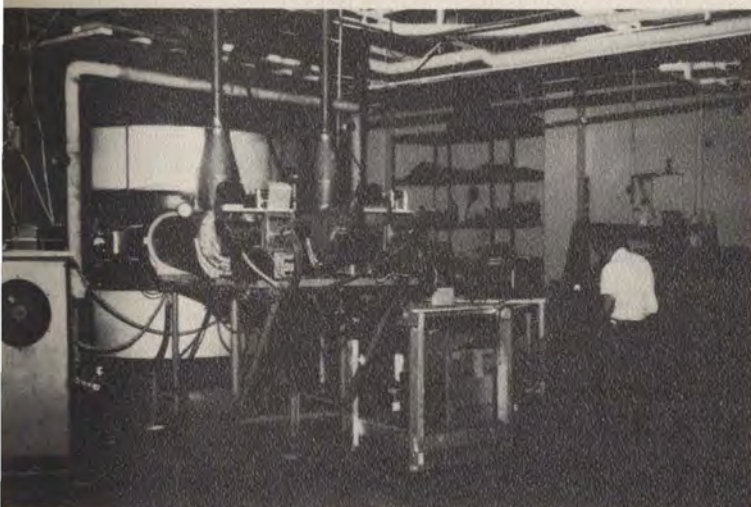
19,809

Total

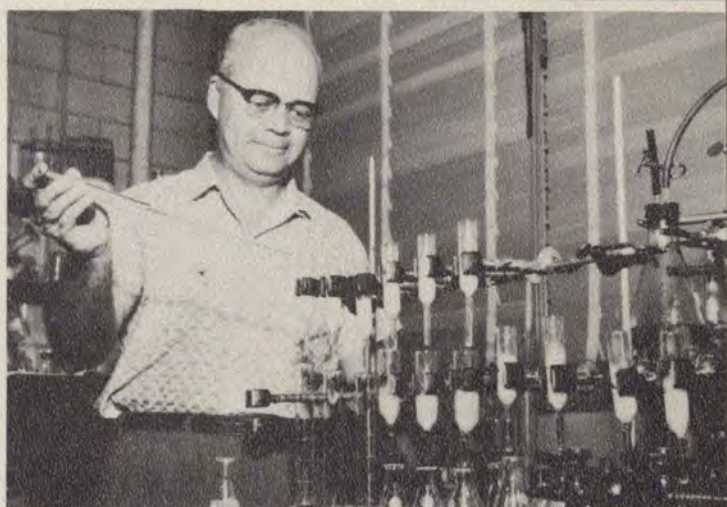
24,889

LOW TEMPERATURE

PHYSICS—Man's search into the unknown extends from the highs to the extreme lows of temperature. This \$150,000, 45-ton large magnet cryogenic facility will enable researchers, led by Prof. John G. Daunt, to observe reactions of materials at temperatures at 0.01 degree of zero absolute.



BIOCHEMISTRY—Equipped with nitrogen 13 prepared in the University's Cyclotron (left), Dr. S. A. Woodruff, chemistry professor at Ohio Wesleyan University and participant in the summer research program of the National Science Foundation, prepares, in an agricultural biochemistry laboratory (right) at Ohio State, to measure the reactions of the radio-active



nitrogen when brought in contact with certain vegetable tissues. The Cyclotron serves not only as an aid to research by graduate and professional students but also as a source of radio-active materials used for the treatment of patients and for research in the Health Center.

Efforts will be continued in the future to assure better training of prospective college teachers, to provide the most modern electronic equipment and library resources for researchers and to accelerate the degree programs of doctoral candidates. The successful off-campus graduate center at Wright Field will be expanded in order to serve the civilian needs of the entire Dayton area. New degree programs will be considered to meet the changing needs of the more professionally oriented areas. Research teams will be encouraged to seek joint solutions to problems by focusing on them the light of many diverse specialized talents.

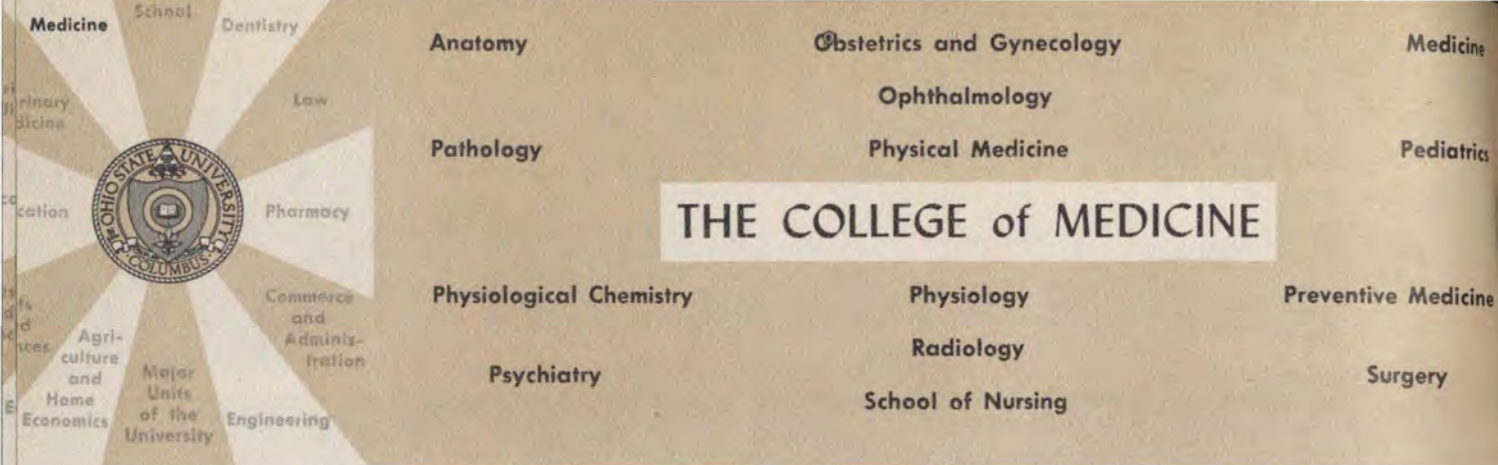
As the critical need for highly trained individuals continues to expand in agriculture, education, government and industry, the graduate schools of the great Land-Grant universities will be expected to provide a larger proportion of the nation's qualified graduates each year. The Ohio State University is preparing to meet this challenge.



SPACE MEDICINE—Newly installed \$60,000 altitude chamber in Department of Preventive Medicine's Altitude Research Laboratory is checked by Dr. Charles E. Billings, Chief Resident in Aviation Medicine. Ohio State offers the only approved civilian training program in aviation medicine.

OPTICAL ASTRONOMY—Kitt Peak in Arizona is site for multi-million dollar astronomical observatory center, financed by NSF, in which University shares as one of nine major universities comprising the Association of Universities for Research in Astronomy, Inc. New 36-inch reflector can be seen upper left and pier for 80-inch reflector at center left in this aerial view.





The oldest and yet one of the youngest of the colleges on the campus is the College of Medicine. Although functioning under a charter granted 126 years ago, the College did not become a part of the family of colleges represented by the University until 1914. It moved to the campus in 1924.

The College is a descendant of the Medical Department of the former Willoughby University of Lake Erie, founded in 1834. In the line of descent appear the names, Willoughby Medical College of Columbus, the Starling Medical College, The Columbus Medical College, the Ohio Medical University, and finally, the Starling-Ohio Medical College, all predecessors of today's College of Medicine.

Early in 1914 the Board of Trustees of the University and the trustees of Starling-Ohio Medical College completed the legal action necessary to merge the two. By this step the University was again extending its services so that it now had brought into its sphere almost every area of knowledge, providing the state with the first and only comprehensive university.

However, it was to be 10 years before the College would be able to move from its off-campus location to the new physical facilities to be provided for it at the south edge of

the campus. Meanwhile World War I was to come and go, and a depression and another world war were to slow the progress of medical education within the University.

Medicine Has Spectacular Growth

With the end of World War II, and the return of the veteran in great numbers to colleges and universities throughout the nation, medicine, as other areas on the campus, was confronted with demands unprecedented to that time.

The College of Medicine accepted the challenge of the times with spectacular results. In the period since 1945, the College, with the support of University administrators, governors and legislators, directed the development of the magnificent new Health Center. The University witnessed the erection of its first "skyscraper," in the 11-story, 600 bed University Hospital.

The physical plant in medicine, as well as dentistry and nursing, was more than quadrupled in this period, permitting the College of Medicine to double its student enrollment, to 150 per class, and enlarge its services in patient care.

The Health Center includes three hospitals, all built since 1945, totaling 1,000 to 1,200 beds. In addition to University Hospital, these are the Ohio Tuberculosis Hospital (State Department of Health) and the Psychiatric Research Institute and Hospital (State Department of Mental Hygiene and Correction). A fourth structure, the new Ohio Rehabilitation Hospital Center, is currently under construction.

continued on page 36



◊ FROM THIS

The first University Hospital at 10th and Neil Avenues in the year 1916.

TO THIS ◊

The present University Hospital in 1960.





CHILDREN'S HOSPITAL—Completion of this major addition (shown under construction, center) to Children's Hospital makes it one of the largest Children's Centers of its kind in the U.S. The University's Department of Pediatrics has its teaching and clinical facilities here.

College of Medicine — Continued

243,764 Patients in One Year

Facilities of such magnitude, staffed by distinguished medical men in all areas of the profession, attract patients as well as students.

During the past year hospital service was rendered to 24,404 inpatients and there were 219,360 outpatient visits

to the various dispensaries in the Center. Although Franklin County was the largest single source of patients, 60 percent came from distances ranging from central Ohio to the extreme borders of this state, many surrounding states and some foreign countries.

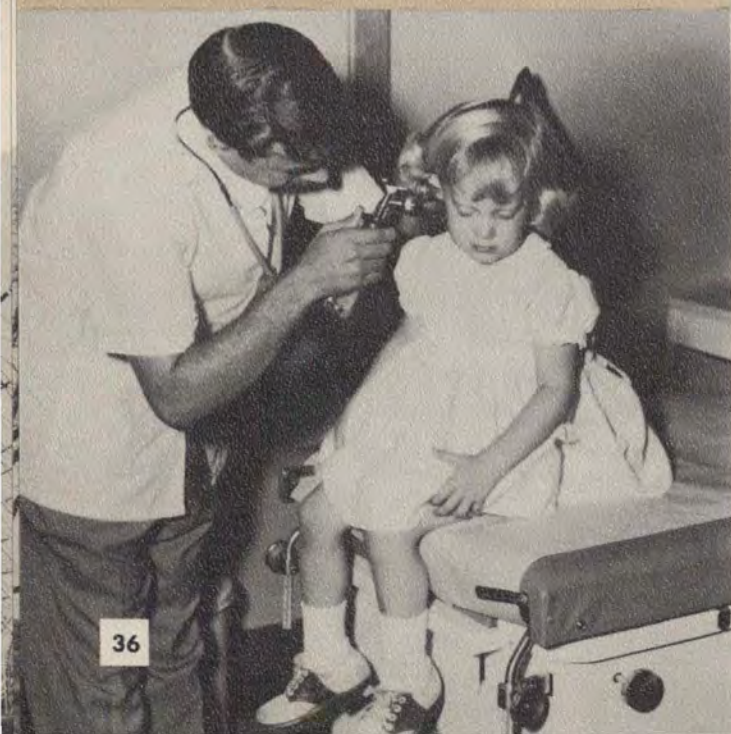
In fact the reputation of the staff and the excellence of facilities are such that the Health Center increasingly is becoming a point of reference for the difficult and obscure problems in the care of the sick in the State of Ohio and from more distant points.

The same can be said of Children's Hospital, which provides the clinical facility for the Department of Pediatrics in the College. This Hospital, now one of the largest children's hospitals in the U.S., is located on the south side of Columbus.

Young patients have been sent to Children's Hospital from every county in Ohio and three-fourths of the states in America. The recently completed enlargement of the Hospital and remodeling will provide facilities for as many as 100,000 outpatient visits per year and 30,000 emergency room visits.

Every known medical specialty is represented in the residency training program of the College, including industrial and aviation medicine. The latter is the only civilian residency training program in this specialty in this country at the present time.

OUR PRODUCT IS PEOPLE



GENERAL PRACTITIONER—Dr. Frederick M. Cox, 31, returned to his home town of Caldwell in Noble County to start his medical practice, serving an area in which there are only four doctors.

Because of this breadth of educational services, the College this past year, for example, attracted 211 residents from 53 different medical schools in the U.S., preparing as specialists. Thirty of these were graduates of foreign medical schools, representing 23 different countries.

The completion this year of the new North Wing of University Hospital, with full teaching and research facilities, and a million dollar animal research facility, immediately north of the Hospital, will bring fresh vigor of enthusiasm to those who daily challenge the illnesses of heart disease, cancer, leukemia and many others, which mankind has yet to master.

Certainly no other area on the campus deals more intimately with the welfare of mankind from his birth to his demise than does the University's Health Center. For here if anywhere, he can find health and healing, as the search goes on for the answers, which day by day are making all men live longer and healthier lives.

SCHOOL of NURSING

Few of those receiving their professional educations at the University symbolize the idea of service to humanity more completely than does the nurse. As the principal aide to the physician and surgeon she ministers to the needs of the sick, the injured and the handicapped everywhere.

Means for the preparation of young women for this im-

portant profession were slow in coming to the new Land-Grant college in Ohio. The first Training School for Nurses was established by the Trustees in 1914 in connection with the University's short-lived Homeopathic Hospital, pictured in this Report as the first hospital on the campus.

In 1922 the Training School was transferred to the College of Medicine and was named the Starling-Loving University Hospital School of Nursing. The present title, The Ohio State University School of Nursing, was adopted in 1928 when it became the second "School" in the University.

The School, largest in Ohio, sees its role of service to the state and elsewhere as falling into two categories—the public and the practitioner.

Most Graduates Serve in Ohio

For the public, the School prepares young women for nursing service in the home, the school, the hospital, factory and the doctor's office. They also teach and administer in schools of nursing or auxiliary programs.

In the last 10 years, for example, graduates of the School have been employed in at least 50 of Ohio's 88 counties. Of those who completed the basic curriculum in that period 73 percent were registered in Ohio. Eighty-five percent of the Master of Science graduates hold positions in Ohio.

In a period of population growth and increasing need

1,000TH DEGREE — Sandra Ann Shively, Dayton, who this June became the 1,000th graduate of the School of Nursing to receive the Bachelor of Science degree, poses here with other members of her class. She is serving at Children's Hospital in Columbus as a staff nurse.



School of Nursing — Continued

for nursing service, the School's response in the last few years has been remarkable. More than two-thirds of the degrees conferred in nursing since the Bachelor of Science in Nursing was introduced in 1943 have come within the last seven years.

Members of this June's graduating class brought the total number of Bachelor of Science in Nursing degrees conferred to 1,019. The School paid special recognition to Sandra Ann Shively as the 1,000th graduate to receive this degree. Miss Shively, pictured with her class in this Report, is the daughter of a Dayton surgeon, Dr. Frank L. Shively and Mrs. Shively.

Workshops Serve the Practitioner

Practitioners of nursing throughout Ohio are being served through off-campus instruction, workshops and consultation services.

Such instruction has been offered to graduate nurses in the Springfield area for eight quarters. Courses have included public health nursing and administration, epidemiology, human relations in nursing and problem solving in nursing. Student enrollments have totaled 266.

A highly successful week's workshop on team nursing was held in the summer of 1958 with 120 attending. This past summer a two-week workshop on cancer nursing attracted more than 50 graduate nurses. This was followed in August by a workshop on occupational health nursing for inexperienced industrial nurses.

Faculty of Ohio State's School have given assistance to the instructional staffs of local schools of nursing, in one instance meeting weekly with the faculty of a school with curriculum problems and, in another, inviting members of another collegiate school faculty to attend curriculum conferences on this campus.

Through a new nursing education section of the Ohio College Association, instigated by Ohio State's School, effort will be made to help other colleges with contemplated nursing program or those already in operation. For the need of nurses is ever growing and Ohio State's role as always is to help.



SCHOOL NURSE—Mrs. Carol Rose Scott, 23, Class of '58, here gives an audiometric test to a fourth grader. She is a School Nurse for the Columbus School System; works summers as a general staff nurse at University Hospital.

OUR PRODUCT IS PEOPLE

SURGICAL NURSE—Mrs. Carlene L. Patterson, 23, Class of '59, treats an accident victim in Morrow County Hospital, Mt. Gilead, where she serves as a registered nurse.





THE COLLEGE of DENTISTRY

Dentistry

Dental Hygiene

The highest degree of competency is expected by society of those who serve in the professions. The College of Dentistry has been constantly alert to improved methods and means for achieving this kind of quality education.

As with other areas represented in the Health Center, Dentistry has taken some giant strides in both quantity and quality since the end of the last world war. Completion in 1959 of a new east wing, pictured here, enabled the College to achieve a new level of excellence, and marked the culmination, for the present at least, of some 10 years of progressive improvements.

Dental training in Ohio had its inception in 1892 as a department of Starling Ohio Medical College. Its eventual joining with the University in 1914 was a part of the same action that brought the College of Medicine to the campus.

For some 10 years after the College of Dentistry became a part of the University, however, it functioned in facilities away from the main campus. The completion of a dental wing to Hamilton Hall enabled the College to move here in 1925.

College Reflects Growth Through Service

The history of the College is one that reflects that constant aim for meeting the needs of society through increasing enrollments and quality preparation. When, in 1951, the first unit of the new Dentistry Building in the Health Center was completed, the College was able to increase the number of students in each class from 60 to 120. After a few years, with Ohio a rapidly growing state demanding

College of Dentistry's new East Wing (right) was put into use this year.



College of Dentistry — Continued

more dentistry, the College increased the number of freshmen admitted each year to 150. It is now the second largest college of dentistry in the U.S.

As the chief source for practitioners in the state, the College's productiveness has, of course, had an important bearing on maintaining the state's supply of dentists. The national ratio of dentists to population in the U.S. is 1 to 2,000. Ohio, even though growing more rapidly than the nation as a whole, has kept pace with the demand and has this same ratio.

The first class graduated in 1894 and since then 3,256 men and women have received the Doctor of Dental Surgery degree from the University, with nearly 2,000 of these practicing in Ohio. As has been pointed out in previous Reports, Ohio State-trained dentists practice in 86 of Ohio's 88 counties. In 40 of these they comprise the majority of the practitioners, and in at least three counties the entire source of dental care.

TV Teaching Proves Effective

In order to maintain a program of undergraduate education of this size the College must have efficient and effective teaching. A great deal of research has gone into this matter, chiefly, with the completion of the new building facilities, in the field of television education.

Modern closed circuit television equipment was installed. In the relatively short time this technique has been used it has proved a very effective teaching device. It lends itself particularly well because technical aspects and demonstrations now can be shown to large groups simultaneously on an intimate basis only possible with individual students in the past.

The increasing demands on the dentist's time in recent years have added to the importance of auxiliary personnel who can relieve him of many phases of patient preparation and treatment. The division of Dental Hygiene now is the largest of any such program in the nation associated with a university, providing young women interested in this important field with the only center for such an education in Ohio. This year's enrollment was 132.

Increasing opportunities have been afforded by the College as its facilities are enlarged and diversified for specializing in various aspects of dentistry. This has attracted graduate and post-graduate students from various parts of the nation, as well as Ohio. Such students now number 42, a total that ranks among the top 10 in the U.S.



Modern Clinic features individual cubicles.



This is closed-circuit TV in operation.



New TV classroom seats 150 students.

ORAL SURGEON—Dr. Richard I. Weaver, 33, graduated in '53, but returned for a three-year residency in oral surgery. He now practices in Toledo.

College of Dentistry — Continued

More than Fifty Research Projects

The continued growth of graduate and postgraduate programs in the College has resulted also in research in dentistry becoming a major part of the function of the College. At present more than 50 research projects are being pursued by faculty and students. These include investigations in preventive dentistry, such as caries control or prevention of decay. Research also is being undertaken in dental materials and other technical and biological aspects of dentistry.

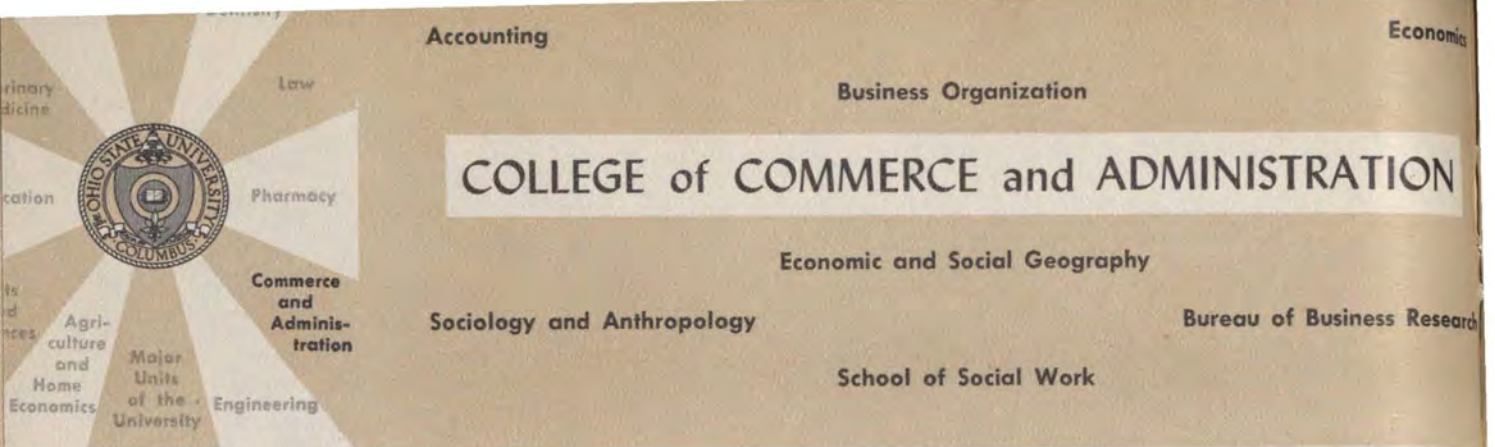
Financial support for these investigations comes from the University, the National Institutes of Health and from private industry located in Ohio.

The well-organized refresher courses of the College are helping keep the dental practitioners of the state conversant with new developments in techniques, practices and equipment. In the past 10 years some 2,000 dentists from Ohio and all parts of the country have returned for these.

All Ohioans may share the benefits of this kind of effort. New knowledge is translated into better dental care for everybody. And therein lies the significance of the Land-Grant idea, that the University shall be a medium for the direct, practical application of knowledge to the lives and interests of all people.

DENTAL HYGIENIST—Mrs. Sandra Brawley, 23, who received her certificate in Dental Hygiene in June, 1958, and her B.S. in Education in December that year, works as a dental hygienist for a Columbus dentist while her husband completes his dental course at the University.





The progressive development of that combination of liberal and practical education set forth as an objective of the Land-Grant Act has presented always a challenge of substantial proportions. The College of Commerce and Administration has achieved distinguished recognition from business and industry for the way it has met that challenge in the past. The future, involving a world of accelerated social, political and economic change calls for even greater imaginative and creative developments.

The College traces its beginning in the University from the introduction of courses in economics and sociology. Such a department was organized in 1898. From this parent department evolved the separate departments of accounting, business organization, economic and social geography, economics, sociology and anthropology, and the School of Social Work, which, together with the Bureau of Business Research now comprise the departments of instruction and research of the College.

Established as a separate division within the University in 1916, the College expanded to a full four-year basis in 1923, enabling Ohio State to provide the specialized cour-

ses and curricula necessary for both the liberal education and professional training of young men and women entering the growing fields of business administration, public service and social work.

Growth of the College has been rapid. In recent years its enrollment has been among the highest on the campus. This has been due to its outstanding reputation, plus the needs of the times, and the support and encouragement of the business, industrial and public service leaders of this state. Increasing numbers of young men and women have come for the educational programs it offers. The demands for the College's continuing education programs for business, industrial, labor and government groups has grown to such a degree that these programs have recently been organized under an assistant dean.

Objective is Leadership

The College's objective from the first has been the education of young people for leadership and responsible citizenship. To achieve this end, emphasis is placed on courses of study in the natural and physical sciences, the humanities, and languages, as well as the social sciences during the first two years of a student's educational program. Thus he enters the advanced professional and applied subjects of his junior and senior year with a broad, liberal background.

Part of the high regard accorded to the College nationally arises from its leadership in the development of pro-

OUR PRODUCT IS PEOPLE

YOUNG ACCOUNTANT—Jerry L. Zimpfer, 27, Class of '59, majored in accounting and is now employed in that field at Findlay by the Ohio Oil Company.



SERVICE TO BUSINESS—Dr. Viva B. Boothe, Director, Bureau of Business Research, discusses the Bureau's retail sales reports with George B. Hammond, Executive Director, Ohio State Council of Retail Merchants.



fessional courses. The late Dean James E. Hagerty for whom the building housing the College is named, introduced the first university course in marketing in this nation, and the College's work in marketing, both at the undergraduate and graduate levels, has made the College outstanding in this field.

Similarly, the College ranks among the leading institutions in its work in accounting, finance and management; its School of Social Work is noted for its leadership in graduate education, in community organization and community service administration, correction, and rehabilitation; the College is renowned for its work in sociology, anthropology, economics and economic geography.

Continuing Self Study Required

Maintenance of such vigorous and productive leadership requires continuing self study that the role of the College may continue to be responsive to emergent needs, and in keeping with the Land-Grant idea. The College must con-

stantly ask itself how it can best prepare its graduates so that they can function effectively not only in the work-a-day world but also in the complex new organizational society in which mankind now lives. That is the crux of the educational challenge today.

Greater emphasis on mathematics, electronic computers, data processing systems, and on analytical systems using such methods and equipment will become even more important in the years ahead. These developments will require both new knowledge and new equipment. Expansion of the College's capabilities in this area will provide an enlarged base for useful research and will enhance the continuing research program of the Bureau of Business Research.

This Bureau, founded in 1923, provides central facilities to implement faculty and graduate research. At the same time, it serves business through (1) special studies on problems common to an industry or trade, and (2) compilation and publication of information on current and economic and business developments, especially in Ohio. This information appears in two monthly publications, the *Bulletin of Business Research* and *The Ohio Retail Analyst*, and in a variety of releases and special bulletins.

In the field of research the College continues such pioneer work as the measurements of current trends in employment payrolls, retail sales, personal income and other economic conditions of the state. It also explores such basic subjects as personnel administration, the qualities of leadership, community analysis, marketing policies and practices, public finance and value added by distribution.



MANAGEMENT TRAINEE—Varsity football player Ralph Bailey graduated in '59 with a B.S. in Personnel Management and is now in Akron where he is in the management training program at Goodyear Tire & Rubber.



INSTITUTE ON ACCOUNTING—Hundreds of accountants from throughout the nation attend the College's Annual Institute on Accounting, now in its 22nd year, and typical of many such events.

Commerce and Administration — Continued

College has Brought National Prominence

The College's continuing education programs for the business, industrial, labor and governmental segments of society have brought nationwide prominence to the University. The Executive Development Program for top-level executives, is a notable success in this area. This year the College also introduced a Midwestern Clinic Managers Institute which brought 65 hospital and clinic administrators from all over the nation.

These are typical of a program that includes annual conferences and institutes in such other subjects as accounting, advertising, insurance, wholesale management, sales management, personnel, trade association management and training institutes and workshops in both labor and industrial relations.

Of growing importance to the people of Ohio is the significant assistance provided in the field of labor education and industrial relations by the Labor Education and Research Service. This group was established as a unit in the Department of Economics in the College in 1956 and its program includes conducting educational conferences for union members and industrial relations personnel, both on the campus and throughout the state, developing courses and instructional materials for labor education programs, and serving as a focal point for research in labor economics and industrial relations.

A significant service to the nation is rendered by the Department of Business Organization of the College in the operation, through the University Research Foundation, of the USAF School of Logistics at Wright-Patterson Air Force Base. This program includes a high-level executive development program for senior air force officer personnel. In 1961, 2,500 officers will be enrolled, and two courses involving some 900 Navy officers programmed.

16,495 Hold Degrees from the College

Since its first graduating class, in 1916, through June, 1960, some 16,495 men and women have earned bachelor degrees from the College and are serving in positions of responsibility and authority in business and government and in professional capacities in every state in the Union and throughout the world. In 1960, the Commerce Placement Office, which is operated as a service to graduates and to business and industry, arranged more than 3,300 interviews with employers. Employers in Ohio hired 72 per cent of the 1960 graduates.

At the graduate level, the College provides advanced study leading to Masters and Doctor of Philosophy degrees in all of its disciplines. Particular pride is taken in those Ph.D. graduates who serve as deans, department chairmen and faculty members at other universities. For example, of the 135 Ph.D. graduates in the Department of Business Organization through the Graduate School since 1924, 102 are now members of school of business faculties, 19 are in top management positions in business, five are in government research and the balance are retired or deceased.

On the threshold of the exciting 60's the College is aware of the growing responsibility of educational institutions in the realm of foreign relations and international service. It may be expected that programs in the international aspects of business operations as well as in similar aspects of the underlying disciplines of economics and geography will be expanded.

Some members of the Commerce faculty already have participated in Executive Development Programs abroad. Joint plans with the International Cooperation Administration may well result in special programs for foreign executives. This opens another new area of service for a College, which in the Land-Grant tradition has followed the course of service in its dynamic growth and development in the past.

REHABILITATION INSTITUTE—Dr. Kenneth W. Hamilton (left), Associate Director, Ohio Rehabilitation Center, leads an Institute session for social workers at the School of Social Work, Stillman Hall.

SCHOOL of SOCIAL WORK

Concern for people and their troubles," says Director Everett C. Shimp, "is a quality which must rank in importance with intellectual capacity in the student seeking a degree in the School of Social Work."

This idea has motivated such programs since their beginning in 1906 on this campus, when courses in social work were offered in the Department of Sociology. The School of Social Administration was created in 1927 as an administrative unit of the College of Commerce and Administration, and, this year, the name was changed to School of Social Work.

The School is outstanding among the 55 accredited institutions in the nation particularly for its leadership in graduate education in community organization, corrections and rehabilitation of the handicapped.

So highly regarded are its graduates, and so great the need, that this past year there were five openings available to every one.

The School extended its educational facilities to Cincinnati during the past year, opening a graduate social work program in cooperation with the University of Cincinnati, the Cincinnati Community Chest and Community Welfare Council.

The School is famous also for its extensive program of institutes and workshops, offering refresher work for social workers in child and family welfare, corrections, rehabilitation, recreation, community organization, youth groups, welfare of older persons and others.





"... AND INCLUDING MILITARY TACTICS ..."

Military training was introduced to the students of the Ohio Agricultural and Mechanical College as early as 1874. It remained, however, for the coming of the Reserve Officers Training Corps some 42 years later to bring significance to this kind of training as an instrument of national preparedness.

Four Ohioans, all associated with The Ohio State University, were primarily responsible for bringing ROTC to the nation's Land-Grant colleges and universities. They led the movement, which resulted in 1916 in the incorporation of the "Ohio Plan for Reserve Officers" in the National Defense Act adopted by Congress that year.

These prime movers were President William Oxley Thompson; Dean Edward Orton, Jr. of the College of En-

gineering; Captain George L. Converse, in charge of military instruction; and Ralph D. Mershon, alumnus and later great benefactor of the University.

Two World Wars and the Korean conflict were to prove the importance of their efforts. The ROTC became a major source of officer material in time of national emergency. General of the Army George C. Marshall said during World War II: "Without these officers (from ROTC) the successful rapid expansion of our army during the past year would have been impossible."

Some of the highlights in the development of, first, the Army military training program at Ohio State, and later the Navy and Air Force ROTC, are recounted briefly in this Section.

HEADQUARTERS—The Military Science Building houses both the Army and Air Force ROTC offices.

SUMMER CAMP—Simulated gas warfare and infiltration experience are part of training.



Army ROTC

"Military tactics" was a latecomer to the Morrill Act. The subject was written into "new" legislation submitted by Senator Justin S. Morrill near the close of 1861 after a presidential (Buchanan) veto in 1859 had killed earlier efforts to establish land-grant colleges. The new feature was an obvious result of the Civil War and undoubtedly strengthened support for the Act. At any rate, it was this Act which was adopted in 1862 and signed by the new president in the White House, Abraham Lincoln.

When the Board of Trustees of the new Ohio Agricultural and Mechanical College adopted in January, 1871, a report contemplating 10 departments in the yet to be opened Ohio Land-Grant college, military tactics, "in accordance with the law," was among them.

A year after the College opened in 1873 it was a Civil War veteran, Professor Robert W. McFarland, who called the students together and informed them of the necessity of compliance with the law. The result was an occasional drill without uniforms or arms. The Department of Military Science and Tactics was established two years later, in 1876, marking the official beginning of what later was to be known as the Army Reserve Officers Training Corps.

The contribution of the University to national defense through its Army ROTC program is worthy of note. During World War I the number of men serving was second to only one other Land-Grant college. There were 6,591 men who received their first military training at Ohio State in that war, with 2,777 of this number as officers.

Only Army ROTC was represented on the campus until 1945, when the Naval ROTC program was added. On a national scale, ROTC-trained men supplied 30,000 of the 200,000 officers of World War I and 100,000 of the 835,000 officers of World War II. In the Korean War 70 percent of the lieutenants came from ROTC programs.

PRESIDENTIAL CITATION—President Fawcett presents an award to an outstanding Naval cadet on Corps Day.



EYES RIGHT—A NROTC unit passes in review.

Naval ROTC

The Naval ROTC program, introduced to the campus 15 years ago, enlarged the range of opportunities for young men interested in military training and added another service of the University in the interest of national defense.

Ohio State was one of only 10 universities in the nation selected initially for the establishment of NROTC units. With facilities limited at the U.S. Naval Academy the Navy turned to these schools as a means for enlarging its sources of officer material. In September, 1945, 200 "bluejackets" from the fleet arrived on the Ohio State campus to start their NROTC careers.

Since that time enrollment in the NROTC program has been available, within a limited quota (200 to 240), not only to young men chosen after nationwide competitive examinations (Regular Program), but also to locally selected entering freshmen (Contract Program). Upon graduation both types of students are commissioned. The regular midshipmen go on active duty as regular officers, whereas the contract students have the option of making the Navy their career after two years of active duty as reserve officers.

Nearly 400 graduates of Ohio State have been commissioned as Naval officers through the NROTC and have served their country in all parts of the world. Each year approximately 25 to 30 graduates are commissioned in the Navy or the Marine Corps.

As a voluntary and selective program, the NROTC has been able to maintain high academic standards and enjoy the respect and friendship of the faculty and administration of the University. The program is an effective demonstration of the value both to the University and to the state and nation of civilian-military education.

Air Force ROTC

The coming of the Air Force ROTC to the campus illustrated again the expanding nature of the Land-Grant idea. "Military tactics," once conceived as training only of men on the ground, was enlarged by the establishment of the Air ROTC unit in 1946 as a part of the Army ROTC. When the Air Force became autonomous in 1949, the separate Air Science Department was established at the University.

Ohio State's Air Force ROTC unit has grown in some 10 years to one of the largest units among the 176 colleges and universities now in the AFROTC program. Enrollments during the past year totaled 3,100. The Ohio State unit has commissioned more than 1,200 second lieutenants.

The Air Force on this campus has constantly endeavored to educate young men with the many attributes required of an officer as well as train them in specialized military skills. Since there were not enough hours allocated to AFROTC to do an adequate job in both directions, more academic courses have been introduced, leaving specialized military training for Air Force schools after graduation.

Now nearly half of the advanced AFROTC curriculum is taught in other departments, as mathematics, various sciences and courses in the humanities. A similar proposal is being considered for men in the initial two-year basic course.

The AFROTC has no desire, however, to produce officers to "put on the shelf" as inactive reservists. Rather it seeks to prepare career officers who will stay in the service or serve at least four years. Its success is reflected in the decreasing national production quotas for AFROTC. They now total about 3,500 men per year compared with 6,000 a few years ago. Men are going into the Air Force and staying. And today the largest single source of officers is the ROTC program.

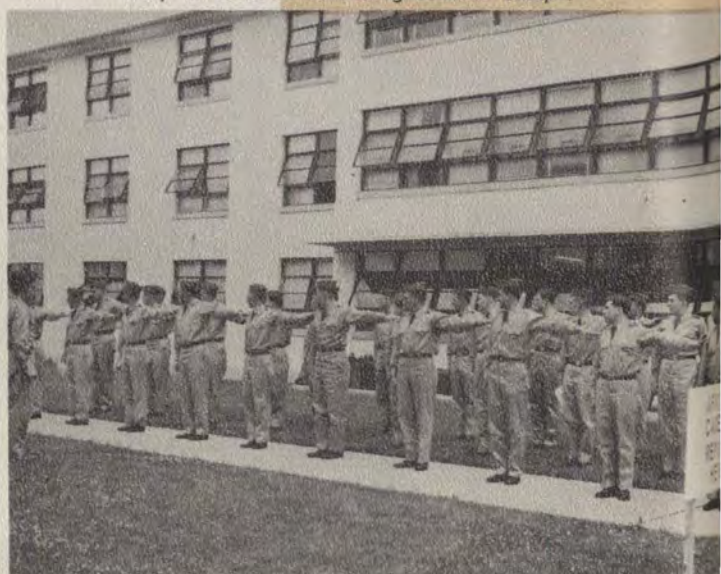
CHECKING THE FLIGHT—Two AFROTC cadets check airport and radio facilities with a flight instructor.



TRAINING FLIGHT—Crew and AFROTC cadets are briefed before a training flight at Lockbourne AFB.



DRESS RIGHT—AFROTC cadets assemble outside dormitory at Lockbourne during summer camps.



authorized by the respective legislatures of said States. Second. No portion of said fund, nor the interest thereon, shall be applied directly or indirectly, under any pretence whatever, to the purchase, erection, preservation, or repair of any building or buildings. Third. Any State which may take and claim the benefit of the provisions of this act shall provide, within five years, at least not less than in value as described in the fourth section of this act, or the grant to such State shall cease, and said state shall be bound to pay the United States the amount received of any lands previously sold, and that the title to purchasers under the State shall be valid. Fourth. An annual report shall be made regarding the progress of each college, recording any improvements and experiments made, with their cost and results, and such other matters, including State industrial and economical statistics as may be supposed useful; one copy of which shall be transmitted by mail free, by each, to all the other colleges which may be endowed under the provisions of this act, and also one copy to the Secretary of the Interior. Fifth. When lands shall be selected from those which have been raised to double the minimum price in consequence of railroad grants, they shall be computed to the States at the maximum price, and the number of acres proportionally diminished. Sixth. No State while in a condition of rebellion or insurrection against the government of the United States shall be entitled to the benefit of this act. Seventh. No State shall be entitled to the benefits of this act unless it shall express its acceptance thereof by its Legislature within two years from the date of its approval by the President. Sec. 6. And be it further enacted, That land scrip issued under the provisions of this act shall not be subject to location until after the first day of January one thousand eight hundred and sixty three. Sec. 7. And be it further enacted, That the land officers shall receive the same fees for locating land scrip issued under the provisions of this act as is now allowed for the location of Military Bounty land warrants under existing laws: Provided their maximum compensation shall not be thereby increased. Sec. 8. And be it further enacted, That the Governors of the several States to which scrip shall be issued under this act shall be required to report annually to Congress all sales made of such scrip until the whole shall be disposed of, the amount received for the same and what appropriation has been made of the proceeds.

Salustia Adron

Speaker of the House of Representatives.

Solomon West

President of the Senate pro tempore

Abraham Lincoln

Approved, July 2, 1862.

"It was a dual concern for
the dignity and worth of the
individual and for the
welfare of a democratic society
which underlay the passage
of the Morrill Act in which
this University has
its roots."

From "Where Are
You Making For?"
by President Fawcett
June 1960